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ABSTRACT

On April 27-29, 1975, the American Vocational Association, in cooperation with the American Personnel and Guidance Association and the National Advisory Council on Vocational Education, held a National Workshop To Implement Change in Counseling and Career Guidance. Workshop participants were brought together to engage in a process designed to acquaint leaders in counseling and guidance with the nature and extent of changes initiated during the last five years. In addition, one of the primary purposes was to establish state task forces which would be a nucleus of change agents within the various states. During the workshop, a forum was provided to study the recommendations of the "Sixth Report of the National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change." In addition, each state task force was provided an opportunity to formulate an action plan to analyze the needs and seek improvements for career guidance and counseling within the state. This report of the national workshop is the first of many anticipated followup activities. The first section of the report contains major addresses presented to the workshop. While the national workshop was in session, specific recommendations were made as a result of individual and group study. These recommendations which are a part of this report orginated as a result of recommendations made in the sixth Report of the National Advisory Council on Vocational Education, an analysis of the present trends in counseling and guidance and the needs in the various states. (Author/SJL)

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Report
Of the
National
Workshop

To Implement Change In Counseling and Career Guidance

April 27-29, 1975

CE 010 472

INTRODUCTION

On April 27-29, 1975, the American Vocational Association, in cooperation with the American Personnel and Guidance Association and the National Advisory Council on Vocational Education, held a National Workshop To Implement Change in Counseling and Career Guidance. The workshop was funded by the U.S. Office of Education, Office of Career Education, Division of Educational Systems Development and enlisted the cooperation of Oklahoma State University.

Workshop participants were brought together to engage in a process designed to acquaint leaders in counseling and guidance with the nature and extent of changes initiated during the last five years. In addition, one of the primary purposes was to establish state task forces which would be a nucleus of change agents within the various states. During the workshop, a forum was provided to study the recommendations of the "6th Report of the National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change." In addition, each state task force was provided an opportunity to formulate an action plan to analyze the needs and seek improvements for career guidance and counseling within the state. This report of the national workshop is the first of many anticipated follow-up activities.

The first section of the report contains major addresses presented to the workshop. The contribution and cooperation of those preparing and delivering papers is greatly appreciated and added considerably to the nationl workshop. In addition, this section of the report should serve as a valuable reference as state task forces continue to meet, assess needs and make plans for change in career guidance and counseling.

While the national workshop was in session, specific recommendations were made as a result of individual and group study. These recommendations which are a part of this report originated as a result of recommendations made in the 6th Report of the National Advisory Council on Vocational Education, an analysis of the present trends in counseling and guidance and the needs in the various states. It is anticipated that these recommendations and strategies for implementation will continue to be studied and utilized for a period of time.

The state task force reports formulated during the national workshop have subsequently been revised by the task force members as a follow-up activity and are reported in order to form a base for continued state task force work. The assessment of state needs and plans for impacting upon the guidance and counseling movement are anticipated activities for state task forces.

The National Advisory Council on Vocational Education, in its 6th Report, made recommendations that set the stage for this national workshop and acted as a catalyst to focus attention on the problems of guidance and counseling. It is anticipated that continued effort on the part of the Guidance Division of the American Vocational Association, the American Personnel and Guidance Association and the National Advisory Council on Vocational Education will provide the leadership and incentive for each state task force to continue their efforts. The recommendations derived from the national workshop and the initial work of the state task forces have identified the need for continued work in the guidance and counseling movement.

Gene Bottoms, Vice President
Guidance Division, AVA

Lowell A. Burkett
Executive Director, AVA

RECOMMENDATIONS EXTRACTED FROM
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
6TH REPORT
COUNSELING AND GUIDANCE: A CALL FOR CHANGE
JUNE 1, 1972

1) State Departments of Education require work experience outside of education for all school counselors who work with students and prospective students of vocational education.

2) Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.

3) Counselor education institutions require at least one introductory course in Career Education and at least one practicum devoted to an on-site study of the business-industry-labor community.

4) Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.

5) Decision-makers in education make extensive provision for the training and employment of a wide variety of paraprofessional personnel to work in guidance under supervision of professionally qualified counselors.

6) Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.

7) Increased efforts be made to improve sound counseling and guidance services to members of minority populations and other disadvantaged persons.

8) Special efforts be made to mount and maintain effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates, and for veterans.

9) Community service counseling programs be established and operated throughout the United States.

10) Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary and postsecondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.

11) Job placement and follow-up services be considered major parts of counseling and guidance programs.

12) Career development programs be considered a major component in Career Education, both in legislation and in operating systems.

13) The United States Office of Education create a Bureau of Pupil Personnel Services that includes a strong and viable Counseling and Guidance Branch.

14) The United States Congress create categorical funding for counseling and guidance in all legislation calling for these services.

15) State Departments of Education and local school boards initiate actions confirming their commitment to the importance of providing sound counseling and guidance services to all individuals.

16) All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance.

THE NACVE SIXTH REPORT: AN INTERPRETATION OF ITS MEANING

Kenneth B. Hoyt
Director, Office of Career Education
U.S. Office of Education

INTRODUCTION

Almost three years have elapsed since NACVE's Sixth Report -- "Counseling and Guidance: A Call for Change" -- was written. When one considers the significance of the topic and the status of NACVE, it does not seem unreasonable to observe that we have waited long enough to justify calling a national conference charged with considering the report's recommendations. Some might even say that this conference is overdue.

Two pieces of proposed legislation introduced in the 94th Congress -- (a) Part B of the American Vocational Association's new bill; and (b) "The Career Guidance and Counseling Act of 1975" produced largely through the efforts of APGA -- stand as clear evidence that both AVA and APGA leaders have either heeded or agreed with the general thrust of NACVE's Sixth Report calling for an increased emphasis on career guidance and counseling. It seems appropriate to me that this conference be held prior to the time the fate of either of these pieces of legislation is known. That is, our decisions to change, or not to change, should be based on our collective wisdom and commitments, not on the presence or absence of federal law.

The eight pages of NACVE's Sixth Report are divided into four sections: (a) eight facts documenting NACVE's contention that today's youth face serious problems of career choice; (b) twelve generalizations supporting NACVE's now famous contention that "the status of counseling, in practice, looks shaky and shabby;" (c) identification of twelve segments of society that NACVE identifies as sharing responsibility for the "shaky and shabby" status of counseling; and, (d) sixteen recommendations for change that NACVE judged to be needed.

In my opinion, the first three parts of the report, while subject to debate, should not and need not be argued here. Instead, I view our major charge as one of considering and reacting to the 16 recommendations with which the report concludes. Only three of these recommendations -- three, fifteen and sixteen -- are reflected neither in APGA policy nor in recommendations previously made by guidance leaders attending APGA-AVA national conferences held in the late 1960s. Thus, most of the recommendations should not appear strange to members of this audience.

At the same time, these 16 recommendations, as any other set of words, are subject to a variety of interpretations when one seeks to understand their meaning. In view of the fact that, as a consultant to NACVE, I participated in writing the first draft of the Sixth Report, I feel a responsibility to try to explain what I think NACVE had in mind when the 16 recommendations were written. In doing so, I am not trying to eliminate further discussion concerning the meaning of these recommendations. I <u>am</u> hoping to curtail it in hopes that most of our time can be devoted to considering whether or not any or all of us wish to either support or oppose one or more of these recommendations. The sixteen recommendations can be thought of in six categories. My purpose is to comment briefly about the recommendations in each category.

RECOMMENDATIONS

Counselor Certification

Recommendations one, two and five pertain to changes in certification patterns for school counselors. Recommendation one is that school counselors charged with working with students and prospective students of vocational education be required to have some work experience outside of education. Three comments seem appropriate regarding this recommendation. First, it is not a new suggestion for the guidance profession. It was one of the major recommendations of the National VA-APGA Conference on Vocational Guidance held in 1965 at Marquette, Michigan. Second, you will note that the recommendation specifies neither the type nor the amount of work experience that should be required. If state departments of education did not add specific criteria, I doubt very much if many school counselors could be found who could not meet this requirement. Third, it should be noted that this recommendation leaves open the option of applying this requirement to those school counselors who work exclusively with, say, the so called "college bound" student. It would, as written, apply to elementary school counselors. It would not apply to all secondary school counselors.

Recommendation two is that individuals from the business-labor-industry community be infused into the counseling system. The model that prompted this recommendation was found in Florida's law creating the position of occupational specialist. It is this model that should guide your consideration of this recommendation. In doing so, keep in mind that the recommendation in no way states that such persons should either carry the title of counselor or have counseling as one of their assigned responsibilities.

Recommendation five calls for the training and employment of paraprofessional personnel to work under supervision of professionally qualified counselors. Since APGA already has an official policy statement built around this recommendation, it should not be controversial in nature. It was made primarily for purposes of encouraging, far more than has been done to date, the implementation of the APGA Policy Position on Support Personnel.

Counselor Education

Recommendations three, four and five concern themselves with counselor education. Recommendation three clearly reflects my own personal conviction that the counselor should be an active participant in career education. An APGA official policy exists that identifies the counselor as a key individual in the implementation of career education. Those who agree with the APGA policy should, it seems to me, have little difficulty accepting this recommendation. It will not be an easy recommendation to implement and will probably require some changes in counselor certification patterns if it is to be widely adopted.

Recommendation four speaks to the great need among currently employed school counselors for upgrading their vocational knowledge and career guidance skills. As such, it is certainly consistent with the APGA sponsored "Career Guidance and Counseling Act of 1975" now before the Congress. Those opposed to this recommendation have, it seems to me, a professional obligation to communicate their objections to the Congress before it takes action on the APGA bill. Those supporting the APGA bill will, I hope, also make their position known to the Congress.

Recommendation five was commented on earlier. The only point to be made here is that counselor education institutions initiate training programs for support personnel in

guidance. While this has been an official APGA policy for a number of years, it has not been widely practiced within counselor education institutions. The recommendation, in calling for decision makers in education to act, recognizes that it is difficult for any given counselor education department to implement this recommendation without administrative support.

Counselor Role and Function

Six recommendations -- six, seven, eight, nine, ten and eleven -- pertain to counselor role and function. Recommendations six and ten are aimed at providing additional help to the counselor seeking to provide career guidance services. Recommendation six calls for getting more accurate and timely data to counselors regarding vocational training and job opportunities. Its emphasis on computerized guidance system is consistent with APGA publications. Its emphasis on need for better data regarding vocational training opportunities is consistent with APGA's recent testimony before the Federal Trade Commission. Its emphasis on better occupational information is consistent with current efforts of the U.S. Department of Labor and this point has been long recognized by APGA resolutions.

Recommendation 10, in addition to calling for a lowering of the counselor-pupil ratio, also calls for an increased emphasis on guidance in groups. This, obviously, is consistent with APGA's actions and policies.

Recommendations seven, eight and nine speak to the need for improving the quality of career guidance to minorities and to low-income persons, and to the need for a greatly strengthened emphasis on counseling in nonschool settings. Again, we find recommendations that have been reflected, for several years, both in the divisional structure of APGA and in policy resolutions passed at numerous conventions.

Recommendation 11 asks for an increased emphasis on both job placement and on follow-up services as parts of counseling and guidance programs. Once again, we find this emphasis present in the APGA sponsored bill now before the Congress. It is consistent with APGA policy.

Career Education

Recommendation 12 calls for career development programs to be considered a major component in career education, both in legislation and in operating systems. It is consistent with the policy statement on career education adopted in late 1974 by the APGA Board of Directors. I do not view it as inconsistent with some of the wording in the current APGA career guidance bill nor with Part B of the current AVA bill.

Legislation

Recommendations 13 and 14 are legislative in nature. Recommendation 13 calls for creation of a separate Bureau of Pupil Personnel Services in USOE. While this is consistent with resolutions adopted in earlier years by the APGA Senate, it is inconsistent with wording of the APGA bill currently before the Congress. Recommendation 14 calls for categorical funding for counseling and guidance in all legislation calling for these services. It would affect a wide variety of legislation now on the books, including the Elementary and Secondary Education Act, the Vocational Education Act, and a number of pieces of manpower legislation. It is a recommendation echoed often in past APGA Senate resolutions. The lack of categorical funding for counseling and guidance has been a concern of APGA for many years.

"For the Good of the Cause"

Recommendations 15 and 16 fall in a category I would label as "For the Good of the Cause." Recommendation 15 calls on state departments of education and local school boards to confirm their commitments to providing sound counseling and guidance services to all individuals. Note that this recommendation is, in no way, limited to only career guidance. With the present tendency to eliminate counselor positions in some schools and with the difficulty currently predicted concerning assuring the availability of federal funds to support state guidance supervisory positions, this recommendation should, it seems to me, be welcomed by all of us.

Recommendation 16 asks those who now criticize counselors to make some positive suggestions for improving counselor performance. Note that the wording of this suggestion in no way suggests replacing counselors with other personnel. This is consistent with the final paragraph of NACVE's Sixth Report which, while recognizing the imperfect nature of counseling and guidance, pictures it as our best hope for helping individuals cope with the increasing complexity of choices we all face.

NACVE's Sixth Report and the American Vocational Association

In commenting on these 16 recommendations, I have referred often to current APGA policies, but, so far, have said nothing about policies of the American Vocational Association or its Guidance Division. I have done so not for purposes of ignoring AVA but because, so far as I can tell, there is nothing in AVA policy that would be in opposition to any of these NACVE recommendations. Neither is there, so far as I know, any policy of AVA's Guidance Division that would be in opposition to any of the recommendations that NACVE has made in its Sixth Report.

The American Vocational Association has, for many years, supported career guidance through its legislative actions. Look at vocational education legislation. The George-Dean Act of 1938 made it possible for there to be a nationwide network of guidance supervisors in state departments of education, and to create an Occupational Information and Guidance Branch in USOE. The George-Barden Act of 1946 made it possible to use federal funds for counselor education and greatly strengthened counselor education programs. The Vocational Education Act of 1963 specifically called for career guidance activities supported by vocational education funds. The Vocational Education Amendments of 1968 created, in Part D, a specific categorical funding mechanism for career guidance. No professional association, including APGA, can come close to matching AVA's legislative record in seeking and obtaining federal support for career guidance and counseling. The record is clear.

IMPLICATIONS

My purpose, so far, in discussing the 16 NACVE recommendations, has been to comment briefly on their meaning and to emphasize their basic consistency with policies of both the American Personnel and Guidance Association and the American Vocational Association. I can find none of these 16 recommendations which, to the best of my knowledge, is inconsistent with either AVA or APGA policies. Given these factors, the two basic questions we now face are: (a) Why have we not done more, to date, in implementing these recommendations? and, (b) What, if anything, are we ready to do now?

It is significant and appropriate that both the NACVE and state advisory councils for vocational education are active participants in this conference. Members of these advisory councils are certainly important "movers and shakers" at the federal and state

levels. With more than 40 SACVEs having written their own reports on counseling and guidance, there is no doubt regarding either the interest or concern present among SACVE members. If the professional guidance leaders who are participants in this conference decide to implement any or all of NACVE's 16 recommendations, a great deal of help in doing so would be available from NACVE and SACVE members.

In a way, it is unfair to ask why we have not already implemented the 16 recommendations. Many have been implemented, to some extent, and various federal, state and local level combinations have been used since NACVE published its Sixth Report. At the same time, if any state has fully implemented all 16 of these recommendations, I don't know about it. It seems appropriate that part of this conference be devoted to identifying and specifying the extent to which the 16 recommendations have already been implemented in each state. Such an exercise holds great potential for answering some of our critics. It is my sincere belief that already much more has been accomplished than the general public knows. It would be wise and desirable to use this data as an information base rather than as a defense against further change.

The key discussion here, however, should center around the question of actions we are now willing and able to initiate. Answers to this question will, and should, vary from state to state. We should be neither surprised nor dismayed if a particular change appears to be desirable and possible for one state while appearing undesirable and impossible for another.

Career guidance and vocational education require recognition of a mutually dependent relationship if the goals of either are to be realized. It is meaningless for career guidance leaders to continue their call for individual freedom of choice unless they are willing to support vocational education's efforts to expand opportunities from which persons can choose. It is equally meaningless for vocational educators to seek expansion of their programs unless they are willing to support the need for greatly strengthening career guidance services.

As much as career guidance and vocational education need each other, the career education movement needs both even more. Because the career education concept transcends both career guidance services and vocational education programs, I would like to conclude this presentation by stating, as clearly as I can, my feelings regarding relationships that seem to me to be essential.

In my opinion, career education is a concept whose effective implementation depends on strengthening all parts of American education and building collaborative relationships among the various parts of education as well as with the broader community. The career education concept provides a way of building and strengthening the kinds of collaborative relationships between career guidance and vocational education called for by NACVE's Sixth Report. For career education to play such a role, it is imperative that the necessity for both career guidance and vocational education to exist as separate professional entities in American education be clearly recognized and supported. The career education concept has nothing to gain, and much to lose, if it attempts to "swallow up" or "take over" either career guidance or vocational education in order to create a career education "empire."

The greatest strength of the career education concept is found in its impotence -- in its absolute dependence on the individual strengths and the collaborative efforts of many parts of our society. I firmly believe that the career education concept can serve as an effective vehicle for building the kinds of collaborative relationships so badly needed between vocational education and career guidance. I hope that as we

discuss NACVE's Sixth Report during this conference we do so within the context of the career education concept. If we can do this, I am sure our deliberations will result in actions that will better serve both individuals in our society and society itself. It is a challenge -- and a chance -- that will not soon come again. Let us take full advantage of it now.

THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION'S SIXTH REPORT -- "COUNSELING AND GUIDANCE: A CALL FOR CHANGE"

Delfino Valdez
Admissions Counselor, Voc.-Tech. Institute
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The National Advisory Council on Vocational Education clearly understands the role which counseling and guidance must play in the development of youth and society, both in and outside of the educational framework. It is evident that new roles for counseling and guidance must emerge as career education comes of age. Those who offer counseling services must accept the need to change in order to meet the demands of the day.

As NACVE examined needs in the educational system of our country, it became quite obvious that the core of education (counseling and guidance) must set new goals and objectives to meet the demands of the times. New responsibilities are emerging for counselors. Counselors must be prepared to meet these responsibilities.

More than 85,000 copies of NACVE's Sixth Report have been requested; this is more than all previous NACVE reports combined. Certainly, it is safe to say that this has been the most discussed of all NACVE reports. In view of criticisms directed towards it, the Sixth Report, in addition to being the most discussed, may also qualify as the most "cussed." In any event, it seems safe to say that many people are aware of its existence.

My purpose here today is to explain the origin of this report, not to defend it. In my opinion, the content itself is in no need of defense. It is clear and speaks for itself. NACVE reports both say what they mean and mean what they say. The Sixth Report is no different from other NACVE reports in this respect.

GENESIS OF NACVE'S SIXTH REPORT

Unlike previous NACVE reports, the Sixth Report began with a considerable body of material resulting from more than 45 state advisory council reports, which identified and emphasized the need for improving counseling and guidance services.

In all cases, this need was given top priority. The Council felt a responsibility to heed the concerns of the states and immediately selected a Committee on Counseling and Guidance. I was named chairman of that committee which was assigned the responsibility for studying the counseling and guidance field in the nation. Other committee members were: Caroline Hughes, Frank Cannizzaro, William Gellman and Duane Lund.

It seemed to our NACVE committee that, with this obvious expression of interest and concern on the part of the states, it was incumbent upon us to delve deeply into

both public opinion and the thoughts of professionals in the field. Accordingly, for the first time in NACVE history, we held public hearings, which led to production of the Sixth Report. We sought the widest possible public representation at our hearings and were fortunate in securing full cooperation from almost every group invited to testify.

Among public groups whose testimony we heard (and this list is not exhaustive) were: Project Adelante (an organization of Spanish speaking persons); Bureau of Indian Affairs; National Association for the Advancement of Colored People; National Urban League; National Congress of Parents and Teachers; National Alliance of Businessmen; Chamber of Commerce of the United States; National Association of Manufacturers; and, two organizations concerned with problems of Vietnam veterans.

To the strong appeals and dramatic case examples presented by such organizations, our committee added formal invited testimony from individuals representing the counseling and guidance profession, including spokesmen from: American Personnel and Guidance Association; Guidance Division, American Vocational Association; Vocational Guidance Unit, BAVTE, USOE; and Vocational Counseling Branch, Veterans Administration.

Volunteer consultants to our committee from the ranks of professionals in the counseling and guidance movement included Norman Gysbers, University of Missouri and Kenneth Hoyt, who was then at the University of Maryland. One or both of these volunteer consultants was present at each of our committee's hearings.

Following receipt of all such testimony and after examining all state reports on counseling and guidance again, the committee wrote a first draft of the report. This draft was distributed to all our committee members, who were asked to reexamine it in privacy and suggestions for revisions were sought. At the final writing session of our committee, two additional consultants (Steve Stocks, a high school principal, and Clarence Johnson, County Coordinator of Guidance, Orange County, California) were brought in and invited to make suggestions.

Additional suggestions and modifications were made by members of the Council. This draft was then given to the Writing Committee of the Council for more modifications. The final version was then presented to the full NACVE. It was discussed at some length and, finally, adopted by unanimous vote of the entire NACVE.

This historical background should clarify several important points. First, NACVE's Sixth Report is based on a wide base of testimony. It was certainly not something our committee fabricated out of thin air. Second, we gave the fullest possible consideration to representatives of the counseling and guidance movement as the committee assembled ideas, data, and suggestions for this report.

The report itself represents a mix of the best thinking and deepest concerns we could elicit from all who testified. It is not intended, in any way, simply to represent another article in the literature of the counseling and guidance field. Finally, it should be clear that the final version of the report represents the thinking and input of a large number of people and organizations. It is not the product of any single individual.

It was the dream of our committee that a conference such as this could come to be. It would provide the opportunity to discuss the report in detail and to give representatives from all states an opportunity to study, analyze and discuss the recommendations in the report; and, NACVE would again have fulfilled the Congressional mandate to work with the states in matters of concern to them regarding vocational education.

I am happy to see so many attending. Your presence is indicative of your concern for improving counseling services. Yet, it is sad to have to say that many counselors are not here because they were not given time off from their jobs--in spite of the subject of this conference. So, I quote from the report, "Counselors are more victims than villains."

I congratulate the agencies, organizations and all persons responsible for making this conference possible, and thank them for making our committee's dream a reality.

RECOMMENDATIONS FOR MEETING THE CAREER DEVELOPMENT NEEDS OF ALL INDIVIDUALS

Gene Bottoms
Vice President, Guidance Division, AVA
Harry Drier
Center for Vocational-Technical Education
Ohio State University
Dave Pritchard
Program Specialist, U.S. Office of Education

As the number of local and national studies accumulates, the evidence that the public expects the schools to do more to meet the career development needs of individuals intensifies. Only the mandate concerning teaching of basic skills receives a higher priority from either the lay public or students. Daily, the newspaper and national television report situations in which the taxpayers have spoken negatively about schools. With a growing confidence gap in this country between the broader society and existing institutions and, in particular, the growing distrust by the lay public of the professionals who control these institutions it becomes appropriate that educational leaders pay close attention to what is being expected of the schools.

In addressing society's expectations, educational leaders must be careful not to overpromise. The schools can do and are doing much to meet the career development needs of individuals; yet, the schools cannot assure that full-time employment will be available when the individual leaves school.

The approaches used by the schools to meet the career development needs of individuals have been guided by recommendations that have emerged from a host of studies conducted by many different persons and groups: Brown, 1973; Campbell, 1969, 1971; Fetters, 1974; Ganschow, 1973; Jones, 1972, 1973; Prediger, 1973; Rockefeller, 1974; Rosenberg, 1971; National Advisory Council, 1972.

Although many of the recommendations contained in these studies deal with the broader school program, many deal directly with the guidance program of the schools. Certainly, some of the recommendations made regarding guidance are being implemented; others at this moment remain unexamined and untested. Thus, it is the intent of this paper to identify some of the recommendations that have been made regarding guidance so that educational policy makers, educational managers, and guidance leaders can consider these for the purposes of determining which have merit and how they can be implemented.

The National Advisory Council on Vocational Education, along with many other concerned groups, has made recommendations related to guidance. The first part of this paper will contain an expansion of NACVE's recommendations as drawn from other reports. The second part will contain additional recommendations, made by other groups, that were not included in the NACVE Report.

EXPANSION OF NACVE'S SIXTH REPORT

For the purpose of this paper the recommendations from the Sixth Report have been grouped into six major recommendations: legislation; leadership and administrative structure; special populations; differentiated staffing; preparation and certification of guidance workers; and, placement and follow-up.

Legislation. Many have been quick to criticize guidance and counseling (e.g., the GAO report on vocational education), but offer no positive recommendations to legislators or agency managers for concrete support of improvements. For example, NACVE's Sixth Report reported that Congress had passed 19 laws that called for guidance and counseling, but that none of these laws provided specific categorical funds to support it. In addition, state vocational education managers have spent only approximately .04 percent of their federal allocation in support of guidance even though the 1968 Vocational Education Amendments included guidance substantially within the definition of vocational education.

This lack of concrete support for guidance led the National Advisory Council to recommend in their Sixth Report that categorical funding be provided for career guidance and counseling and for career development programs in all legislation calling for these programs and services.

Legislative bills currently being considered in the Congress in connection with vocational education contain provisions for strengthening guidance, counseling, placement, and follow-up programs and services. H.R.3270, the Career Guidance and Counseling Act of 1975, lays the greatest emphasis on categorical funding support for these purposes. On April 10, 1975, APGA testimony on this bill before the House Sub-Committee on Elementary, Secondary and Vocational Education advised that career guidance and counseling must be required by legislative provision rather than viewed as an ancillary service to be funded on a permissive and discretionary basis. H.R.3270 also calls for a National Advisory Council on Career Guidance and Counseling. Furthermore, other versions of vocational education legislation currently before Congress request categorical funding for career guidance, exploration, placement and follow-up.

The National Advisory Council suggested two basic ideas regarding legislation for career guidance, counseling and placement. These were that:

1) Career development programs be considered a major component of education, both in legislation and in operating systems; and,
2) The United States Congress create a categorical funding for counseling and guidance in all legislation calling for these services.

As indicated earlier, both APGA and AVA proposed legislation projects beyond a services concept and specifies it in a program context. The APGA bill would have guidance treated as a program at the same level as vocational education. Their point is that:

1) The career guidance and counseling program be an integral and central part of the total educational-manpower-agency system - one that is identifiable and accountable; and,

2) A National Advisory Council on Career Guidance is needed to advise the Secretary of Health, Education and Welfare and the Commissioner of Education with respect to administration of the Career Guidance and Counseling Act, including the suggestion of policies and strategies.

These ideas regarding career guidance legislation are based on several assumptions, the following two being primal:

1) That no program of education is complete without a planned systematic, developmental and sequential program of career guidance and counseling; and,

2) That the challenges of today and tomorrow will no longer permit fragmentation of career guidance, counseling, and placement programs and services. The principles and assumptions upon which the career guidance and counseling act is based clearly calls for comprehensive, developmental programs and services of career guidance, counseling and placement.

Leadership and Administrative Structure. Over the past 15 years, many recommendations have been made to strengthen career guidance leadership at the national level. The U.S. Office of Education's Annual Report on Vocational Education for FY 1969 confirms that "adequate vocational guidance leadership staffs of the various governmental levels envisioned by the 1962 Panel of Consultants on Vocational Education have not yet been attained."

NACVE's Sixth Report calls for the creation, within USOE, of a Bureau of Pupil Personnel Services that includes a strong and viable counseling and guidance branch. In contrast to the creation of the broader bureau of pupil personnel services, legislation that currently is being proposed by APGA calls for establishing within USOE an office of career guidance and counseling, with a director who would report to the Commissioner of Education. Both of these recommendations recognize the need for professional guidance and leadership at the national, state and local levels. This leadership must have sufficient visibility and clout to be significantly involved in making the policy and management decisions which their leadership and work efforts will be expected to implement. This need is based on the assumptions that:

1) At the national level and in many states guidance leadership is either nonexistent or is so fragmented that there does not exist a means to provide unified professional guidance leadership;

2) Decisions regarding guidance are often made without the involvement of professional guidance persons; and,

3) School administrators assign counselors clerical and administrative chores rather than leaving them free to do their professional work.

Once professional guidance workers become an integral part of the educational leadership team, the difference that exists between professional guidance leaders and educational management regarding expected outcomes and strategies can be resolved. Then efforts can be made to fill the gaps regarding guidance, counseling, placement and follow-up that were identified in the 1974 General Accounting Office Report tc the Congress entitled "What Is the Role of Federal Assistance for Vocational Education."

Special Populations. Unemployment and underemployment are greater among early school leavers, disadvantaged, handicapped, and minorities. Their needs are being only partially met by current guidance programs. This problem led NACVE to recommend that increased resources be made available to provide sound career guidance and counseling to minority populations, to handicapped persons, and to disadvantaged persons, both youths and adults.

Several ideas are contained within the NACVE Sixth Report about providing guidance services to special populations. These include providing and maintaining effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates and for veterans; and, establishing community service counseling programs throughout the United States.

In a more recent NACVE report on urban vocational education, additional ideas were offered about providing guidance service to special populations. These ideas were that:

1) All vestiges of discrimination based on race, sex, and national origin be eliminated from vocational courses and career guidance, counseling, and placement;

2) Guidance and counseling techniques used with minorities are not sufficiently geared to the needs of these students; and

3) In the area of career exploration, efforts should be made to disseminate information to the handicapped.

Recent APGA testimony on the proposed Career Guidance and Counseling Act of 1975 was presented to the effect that schools should be engaged in activities to reach out to individuals who left before completing their education and/or were not prepared for their next step.

The ideas contained in the NACVE Sixth Report were based on the assumptions that:

1) Special populations are in need of improved quality and quantity of career guidance and counseling services received.

2) Adult and community counseling agencies are still nonexistent in most parts of the country.

3) Employment service and vocational rehabilitation counselors are evaluated in terms of number of cases closed rather than quality of service provided.

4) There is a need for the counselor-counselee ratio to be improved in the poverty pockets of the United States.

5) Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.

6) Increased guidance for special populations would result in greater success in school and in employment.

Most of these ideas regarding guidance and special populations seem to be based on the assumption that guidance and counseling services can assist these individuals so that they can then benefit more extensively from their school program. The contribution of guidance to special populations will remain limited until broader reforms are made in the educational process. Guidance leadership may need to join with other educational leaders in implementing the broader reforms such as those advocated in the several recent studies dealing with the reforms of the secondary school (NCRS, 1973; Martin, 1974; NASSP, 1972; Carnegie, 1973).

Differentiated Staffing. Existing professional guidance personnel (counselor, placement coordinator, exploratory teachers, educational and occupational information specialists, etc.) and paraprofessional guidance personnel have not been organized into a coordinated team to address the career development needs of students. Further, there does not exist an adequate number of professional and paraprofessional guidance personnel to meet the needs of students and adults. Few comprehensive career guidance programs in which the functions, activities and responsibilities have been differentiated and assigned to professional and paraprofessional guidance workers have been put into operation.

It is recommended that decision makers in education make provision for a variety of professional and paraprofessional guidance workers both within and outside the curriculum to work under supervision of a professionally qualified guidance worker.

The basic idea contained in NACVE's Sixth Report was that decision makers in education make extensive provision for the training and employment of a wide variety of paraprofessional personnel to work in guidance under supervision of professionally qualified counselors. Yet, as one looks back to the passage of the 1968 Vocational Education Amendments, an array of new guidance specialists has surfaced to supplement the work of the counselor at certain stages of the student's education and career life. These new specialists have not replaced counselors; they have arrived on the scene to answer needs that require specialized and concentrated attention during a given period of time. Among them are the junior high exploration teacher, the job placement coordinator, group guidance teacher, student outreach coordinator, student assessment specialist, etc. In some instances these persons share a common preparation with counselors. They serve to free counselors to concentrate their direct service efforts on personal assistance to students concerning problems involving choice, on program leadership, planning, and evaluation activities, on consultative and other assistance to teachers in developing and maintaining linkages with nonschool agencies. Counselors should assume a leadership role in planning and conducting career guidance and counseling programs.

The recommendation that a differentiated guidance staff includes a variety of specialized professional guidance workers and paraprofessionals is based on the assumptions that:

1) To meet career development needs of students, a variety of professional and paraprofessional guidance workers will be needed both within and outside the curriculum.

2) The current ratio of student to guidance worker has proven inadequate to develop and coordinate the curriculum, community, individual experiences needed by students at each educational level to master appropriate career development objectives.

3) In almost no setting is the counselor-counselee ratio low enough to justify one-to-one counseling as a primary function, but counselors still persist in their attempts to use this technique, rather than other counseling approaches, as their primary method of helping people solve their problems (National Advisory Council Report).

Persons from varying backgrounds and experiences (e.g., work experience, teaching experience, military, vocational education, behavioral science) are needed as part of a differentiated guidance team if the guidance needs of all individuals are to be met. Professional guidance workers cannot be all things to all people even though all have a common core of preparation, specialization of functions, and differentiation in approaches will be dictated according to the goals and objectives sought.

Preparation and Certification of Guidance Workers. The search for an occupational identity is an urgent need of many individuals. For example, Fetters (1974) found that 63 percent of the seniors expressing an opinion agreed with the statement "the school provided me with counseling that will help me continue my education," while only 38 percent agreed with a similar statement regarding help in finding employment.

Erickson (1950) wrote that no wonder some of our troubled children constantly break out of their play into some damaging activity in which they seem to us to interfere with our world; while analysis reveals that they only wish to demonstrate their right to find an identity in it. They refuse to become a speciality called "child" who must play at being big because he is not given an opportunity to be a small partner in a big world. Further, it has been found that many individuals do not perceive a relationship between education and career decision. This problem should not be understood simply as the need for having a job and making a living, but as a psychological urgency of acquiring a firmer self-concept, of doing something that is useful to and appreciated by others. To get at this and other problems, NACVE recommended that the pre-service requirements for preparation of guidance workers and the initial certification requirements of guidance personnel include required noneducational work experience, introductory course in career education, on-site study of business-industry-labor community, and that a staff development program be initiated to update the vocational knowledge and career guidance skills of currently employed guidance personnel.

The Sixth Report contained such specific ideas as:

1) State departments of education require work experience outside of education for all school counselors who work with students and prospective students of vocational education;

2) Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system;

3) Counselor education institutions require at least one introductory course in career education and at least one practicum

devoted to an on-site study of the business-industry-labor community; and,

4) Responsible decision makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.

These ideas were based on the assumption that guidance workers with experiential knowledge of the work world and with knowledge of career education approaches can devise a career guidance program in which students perceive a relationship among themselves, school and a range of work and other life role activities. Furthermore, it is assumed that counselors are more competent in guiding persons toward college attendance than toward vocational education.

These are valid ideas but they do not include some current ideas regarding the preparation and certification of educational personnel that should be examined. These include:

1) The development of a competency based preparation and performance based certification system for guidance workers which would require demonstration of essential cognitive and on-job performance as basis for receiving professional certificate;

2) A two-year preparation program for professional guidance workers in which 25 percent of the second year is field based and is individualized to the assessed needs of the individual within the context of their work assignment;

3) Having the professional educational manager who will provide guidance workers with a voice in deciding the competencies needed by guidance workers;

4) Professional associations exert leadership to provide pre-service and in-service training opportunities to develop consultative role of counselors;

5) Elimination of the life certificate and allowing professional guidance workers to renew their certificate through a variety of preparation activities including work experience where this results in appropriate change in behavior as a guidance worker;

6) Allowing local systems to negotiate with institutes of higher education regarding a uniquely tailored guidance preparation program based on documented student needs and program designs to meet needs that would lead to professional certification; and,

7) Extending guidance pre-service and in-service preparation to other educational personnel, teachers and administrators so that they can contribute to the career development of youth, and the guidance program becomes an integral part of the school program.

Placement and Follow-Up. Many youth today face "cultural shock" in moving from school to work. This is evident in the fact that the unemployment rate for youth runs two to five times that for other age groups. Making career plans is perceived as the

major area of need by secondary students Prediger, 1973). Seventy-seven percent of the secondary seniors indicate school should help students find jobs when they leave school Fetters, 1974). These and other facts have led many groups, including NACVE, to recommend that placement and follow-up services be provided to all school dropouts and graduates as an integral part of the guidance program.

Many ideas have emerged regarding job placement and follow-up services. A selection of these ideas includes:

1) Considering job placement and follow-up and follow through services as a major part of counseling and guidance programs (NACVE Sixth Report, 1972).

2) Having the two thrusts of community job development and student development as a part of a job placement program (Campbell and Haccoum, 1972).

3) Providing students with job hunting courses. (Campbell and Haccoum, 1972).

4) Making placement and follow-up services critical ingredients in a comprehensive set of practical career guidance and counseling services that should be available to all students in each school. This idea needs at least two clarifications. First, follow-up services should entail more than data collection about students who have received placement assistance. Follow-up help should be provided to youths so that they maintain the career development progress, in effect, before they are placed. Second, both types of follow-up data collection and further career guidance are expensive. All schools need to provide the long-term assistance; therefore, staff and budget priorities will have to be reconsidered. (AIR, 1973).

5) Having the school based placement and follow-up and follow through services to cooperate with state and local public employment services and other public or private agencies providing youth with these services.

6) Providing career planning assistance and follow-up for all areas of careers. This definition of placement and follow-up stresses providing assistance whenever you make a major transition in school or upon leaving school. (AIR, 1973).

7) Providing directors of existing and planned placement and follow-up services with guidelines and illustrations for, and training in, the systematic design and implementation of their services in a manner conducive to collection of reliable evaluation data. (AIR, 1973).

8) Improving the evaluation of key placement programs by giving serious consideration to assessing such elements as: The extent to which each placement matches each youth's needs, goals, and characteristics; the immediate and long-range satisfaction that the youth has on that job; and, the immediate and long-range job "satisfactoriness" demonstrated by the youth. (AIR, 1973).

9) Making suitable job placement an integral part of the education for students planning to enter work upon leaving school. (Brown, 1973).

10) Designing a developmental placement program that begins when the student enters the secondary school and continues through each subsequent educational level. It should provide for continuation of community experiences coupled with group and individual counseling so that the student begins to perceive himself in terms of possible next step placement opportunities.

Many of the ideas regarding job placement and follow-up and follow through are based on the assumptions that:

1) Job placement, follow-up and follow through services are not now being routinely provided as an important part of counseling and guidance programs.

2) Too frequently placement is separated from follow-up and follow through services, while all are separated from career guidance and counseling. These piece-meal efforts do not support a continuous developmental approach to assisting youth career transition.

3) Most investigators and program personnel who use placement success as a criterion not only limit it to job finding, but also concentrate on the number of actual placement contacts made.

4) Students don't see a relationship between educational activities and tentative career considerations.

5) Preparation for job placement begins much earlier than the point in time when the individual is ready to leave school for full-time work.

OTHER RECOMMENDATIONS FOR CAREER GUIDANCE, COUNSELING AND PLACEMENT

Additional recommendations for career guidance, counseling and placement are examined under the following headings: systems approach; guidance leaders; integrating community and guidance experiences; teachers as guidance workers; noncollege bound youth; eliminating sexism in career guidance; and, materials and methods.

Systems Approach. Guidance has been viewed by many as a support service while general education, vocational education and special education have been viewed as programs. When you are designated as a program, you are manageable, fundable, and accountable to a legislature or policy making body. As a service you are manageable, fundable and accountable to educational managers in order to aid them in achieving their program objectives. Certainly, guidance is a service function to the program of general education, vocational education and special education; however, there are certain student outcomes that can only be achieved through a uniquely developed and delivered guidance program. Prediger (1973) found that students lack knowledge about the world of work and the career planning process and that approximately 40 percent of the eleventh grade students were uncertain as to whether their educational plans were in line with the occupations they were considering. The need for guidance to be

recognized as a program with status equal to current programs led AIR (1972) to recommend that an individualized comprehensive career guidance system (CCGS) for junior and senior high school students be planned and implemented through the school curriculum (AIR, 1972).

The AIR study (1972) suggested a number of basic ideas that follow:

1) Guidance programs should help youth both to develop personal problem-solving skills for the process of career (i.e., life) choice and development, and to actually make tentative "career" choices. Such programs should prepare youth for participating in personal goal selection as well as for self-management of behavior toward achieving goals.

2) Counseling personnel should devote more effort to helping youth state instructional and counseling goals and related measurable objectives. This goal-setting activity should be a cooperative venture so youth may participate in selecting goals and objectives, and in setting the order of priorities in which guidance resources will be committed until these ends are achieved or revised.

3) Schools and districts should carefully examine the CCGS planning model and process, and compare it to other current approaches to program planning and evaluation. Those examining this system should allot time for staff and students to adapt all or part of the comprehensive career guidance process to the local situation; train such persons to use this process; and provide them with the opportunity to employ it and to implement and evaluate the results of its use.

4) Students' perceptions of their needs should be integrated with adults' perceptions of youth needs and the results of this integration should be used to reorient guidance systems (and, therefore, the total educational structure) to meet the needs of those individuals they should serve -- youth. Schools and districts should devote more attention and resources to the evaluation of guidance programs and services, and these evaluations should determine program accountability and assist in program improvement.

5) School personnel dedicated to promoting the individualization of educational opportunities should seriously consider beginning with the implementation of youth career planning and development activities in an individualized guidance system. A core of effective individual planning procedures for youth should be used to stimulate innovations in traditional instructional patterns. When a cadre of students is helped to plan and set tentative long-range and intermediate goals, a school will come under pressure to furnish curriculum opportunities that can be tailored to the widely varying goals of the students.

6) This system's definitions of guidance and counseling contrast with traditional use of these terms. "Guidance" is the generic term. It includes instructional, counseling, evaluation, and

support procedures based on youth career planning and development needs. "Guidance" signifies the total content and personal problem-solving process of programs aimed at helping students develop and protect their individuality and potential. (AIR, 1972).

7) Elementary and secondary guidance programs should assist pupils in developing self-awareness and understanding as they relate to the decision making process.

AIR (1972, 1973) based their recommendation for a systems approach on a number of assumptions as follows:

1) Guidance, counseling and placement programs must take the major responsibility in the educational system for helping to develop and protect the individuality of students. These programs must provide students and parents with individualized assistance so that each student can become aware of his needs and can develop and pursue immediate and long-range personal goals, together with related plans for achieving these goals -- in a number of life areas of activity.

2) Guidance, counseling, and placement programs must help each student to be a problem solver -- i.e., a planner, a decision maker, a self-manager -- and help him acquire the knowledge and problem-solving skills required for "educated involvement" in solving problems within his own life and within society. These concepts assume that students are capable of learning how to develop and pursue their career goals and plans.

3) Guidance, counseling, and placement programs must be based on students' needs and must serve all career-related needs of all students at each academic level, rather than only the needs of a selected group of students. Both immediate and long-range needs must receive attention as well as career needs in areas of behavior other than those related to educational and vocational choice.

4) Guidance, counseling, and placement objectives and procedures must be integrated into the basic instructional process of the school to help each student and his parents recognize the relevance of the instructional program to youth career development by selecting and utilizing a unique set of instructional objectives related to his career goals.

5) To be comprehensive, a guidance system must include interventions directly with youths through both a <u>developmental phase</u> to maximize the prevention of problems and a <u>prescriptive phase</u> to help youths alleviate persistent problems. Indirect interventions in the youths' environment should not be neglected. They should be integrated closely with knowledge about each youth and his or her progress when such information is made available through the direct intervention phase of guidance. Information will stem from the assessment of youth needs and empirical data

concerning those factors that either facilitate or impede meeting student needs.

6) If a guidance system is to be responsible to the individual differences of the youths served, the effectiveness of different instructional and counseling strategies for helping youths meet their needs must be experimentally investigated. The purpose of these investigations would be to determine the most appropriate matching of student and strategy under specifiable conditions.

7) The lack of counselors' planning time has often led to programs based on hunches rather than on precise statements of student needs.

8) Counseling has often been crisis oriented, thus preventing a primary emphasis on developing students' personal problem-solving skills related to individual planning, good selection, and self-management.

9) Guidance activities have tended to be isolated from the instructional process. Thus, students often failed to see that their school studies can be related to achieving their life goals regarding work and further education.

Guidance Leaders. To move toward a program concept of guidance, Campbell (1969) recommended that state and local guidance leaders develop program planning, program development, program implementation, and program evaluation skills in order to implement improved guidance program design, practices, and procedures. The proposed APGA Career Guidance and Counseling Act of 1975 contains several ideas that would facilitate implementation of this recommendation. For example, this act calls for state and local systems to develop annual plans for providing guidance and counseling to all students and for conducting an annual evaluation of the results obtained. Gysbers (1975) in his testimony in support of this act stated that pre-service education should prepare professionally trained counselors to:

1) Carry out individual and institutional needs assessment programs;

2) Identify and state general program goals in collaboration with the consumers of the program in terms of identified needs in relationship to the situational, individual and counselor/resource assets and constraints they find assessable in their setting;

3) Translate general program goals into measurable individual and program performance objectives, establish criteria for their attainment, and state the time span necessary for their completion;

4) Develop programs within the opportunities and constraints of the situation in which they will be working so that the attainment of the individual and program performance objectives will be accomplished; and,

5) Interpret programs to educational decision makers, other professional staff and the community at large.

The proposed AVA legislation (Part B) would require local systems to develop plans for career guidance and exploration programs designed to implement occupational and self-awareness, orientation, exploration, decision making and planning, and counseling programs. Funds would be provided to support the preparation of professional guidance workers, paraprofessionals, and other educational personnel; support acquisition and development of career guidance curriculum materials; and, support activities to strengthen students' acquisition of occupational information.

This recommendation is based on the assumption that if the management of guidance shifts to identifiable student objectives rather than to service that increase support will be forthcoming for guidance.

Integrating Community and Guidance Experiences. Many children and youth are being denied an opportunity to draw upon the adult world in formulating an identity of themselves. Prediger (1973) found that 41 percent of the eleventh grade students surveyed had never talked with workers in the area of their preferred occupational choice. Without an opportunity to explore one's environment, one would never learn how to cope with the hardships, injustices, ignorance, competition, selfishness and cruelty with which even the most enlightened of men must learn to deal. The problem of isolation of today's youth from the adult world has resulted in a number of national studies recommending that a sequential program of community experiences be developed at each educational level and coupled with in-school learning and group guidance activities (Carnegie, 1973; NCRS, 1973; Martin, 1974; NASSP, 1972).

The following represent some of the basic ideas underlying this recommendation:

1) Develop more designs for an alternation of work and school.

2) Provide opportunities and credit for community volunteers, interns in hospitals and government, and other out-of-school activities.

3) Stimulate more nonstudent roles within the high school such as tutoring, running day-care centers, and teaching young children.

4) Develop closer ties with the community as related to planning the use of community resources and work opportunities.

5) Use paraprofessional guidance workers to develop community learning sites.

6) Provide for both individual and group guidance activities in which students are assisted in utilizing community experiences as a basis for clarifying their values, self-concept, goals, and plans.

7) Arrange community experiences that will be an extension of in-school learning.

8) Use the community as an alternative for some students to complete high school under the coordination of a guidance/teacher coordinator.

9) Schools make an increased effort to involve parents in the counseling and guidance process.

The assumptions underlying greater use of the community are that:

1) Through community experiences, students will acquire a feeling of the dignity of work and a sense of responsibility for tasks accomplished;

2) Through personal contacts with adults in their work settings, youth will acquire respect for the many ways in which adults contribute to the needs of society;

3) Through community experiences, the range of adult models to whom students could relate would be expanded beyond those provided by the school;

4) Through school-based work experiences, students will acquire the confidence to cope successfully with full-time work;

5) Action learning is one possible solution to the problem of isolation of youth from adults and work places;

6) School is isolating students from needed opportunities and experiences; and,

7) Community experiences coupled with counseling will facilitate students' mastery of essential career development tasks.

Teachers as Guidance Workers. Many students do not see a relationship between their educational experiences and the broader work world of adults; therefore, the AVA-NVGA Joint Commission Paper recommended that the classroom teacher be an integral part of the career guidance team, and that all individuals contributing directly or indirectly to counseling and guidance should work more effectively to cooperate in the education of pupils.

The classroom teacher, whether academic or vocational, can no more be divorced from the career guidance team than can the guidance specialist for in many ways teachers are equally important to the guidance effort. Teachers, at whatever level, hold a unique potential key to career development of students. They can help students select learning activities that enable them to discover the career implications of skills and subject fields. Through select learning experiences, students can gain, with the teacher's help, new insights into their own personalities and potentialities, insights which will provide the base for future decisions and identification with work. By selecting real-life problems as the medium of learning, students acquire a rich base of experience on which to build a life role self-concept (AV Journal, March 1975). To affect significantly student career guidance goals, teachers must acquire additional knowledge regarding (a) career development theory; (b) values, abilities, and interests, their origin and place in the individual's career development; (c) decision making and planning processes as related to career development; (d) the difference between guidance and instruction; and, (e) guidance processes and instructional strategies that facilitate individual career development. Further, teachers must be able to demonstrate individual and group guidance skills sufficiently to aid students in clarifying their understanding about themselves in relation to educational experiences.

The assumption is that unless guidance becomes an integral part of the school curriculum, with the teacher being a member of the guidance team, schools will continue to fail in assisting students in mastering critical career development tasks.

Noncollege Bound Youth. Students planning to enter the work force upon leaving school do not receive adequate assistance in making and in implementing career plans and decisions. It is recommended that rigorous program planning, structuring, and evaluation be used to realign guidance to meet genuine needs of noncollege bound youth. (AIR, 1973).

The achievement of this objective will require explicit, clearly defined, and measurable program objectives and an accurate knowledge of the practical and political context in which judgments concerning achievement of these objectives must be made. Then, data generated by a program must be correlated with these objectives specifically related to the behavior of program participants; collected accurately; presented in easily interpretable form; and, provided in time to be used by decision makers at all levels, with a means to evaluate cost-benefits, cost-effectiveness, and cost-efficiency. (AIR, 1973).

The use of the systems approach to meet the guidance needs of the noncollege bound youth is based on the assumptions that:

1) Program product objectives are rarely stated, and they are almost never stated in terms of measurable student behavior outcomes.

2) Program process objectives are occasionally stated for the education of counselors, but counselors generally fail to state their own program process objectives for assisting students in attaining desired outcomes.

3) A new round of recommendations on career education procedures and materials is now being developed, but those persons in guidance practice do not yet seem to be participating in that round. (AIR, 1973).

Eliminating Sexism in Career Guidance. According to the Citizens' Advisory Council on the Status of Women, the attitudes of high school guidance specialists could act as a brake on the growth of programs and curricula for girls. Teacher and counselor attitudes and practices often discourage certain girls' aspirations and limit their sense of autonomy and self-image. Many counselors and teachers lack information and sensitivity to changing life patterns of women and to widening vocational and higher educational opportunities resulting from changing attitudes and equal opportunity legislation. Certainly, counselors must accept some of the responsibility for the failure of girls to enroll in science and mathematics courses in the high schools. They must also share the responsibility for the paucity of girls in vocational programs.

As Congresswoman Patsy Mink said in introducing her bill, entitled the Women's Education Act of 1972, to the House:

> Our educational system has divided the sexes into an insidious form of role-playing. Women provide the services and men exploit them. Women are the secretaries, nurses, teachers, and domestics, and men are the bosses, doctors, professors, and foremen. Textbooks, media, curriculum testing, counseling, and so forth, are all based on the correctness of this division of labor, and serve to reinforce the sex-role stereotype that is so devastating for our post-industrial society. More importantly, this division of labor according to sex is a totally false assumption of roles. Girls and women desperately need opportunities to improve

their employment positions and to move into new careers. The secondary school should become a significant force for increasing the earning ability and status of women and girls.

It is recommended that counselors should insure that all students, regardless of sex, are afforded equal latitude and equally positive guidance in making occupational and educational choices.

Perhaps the most extensive prescription of the work to be done has been set out in a memorandum to administrators by John C. Pittenger, Secretary of Education for the Commonwealth of Pennsylvania. His requirements were as follows:

1) Sex-segregated and sex-stereotyped classes, programs, activities and courses of study be eliminated.

2) Feminist literature be included in school libraries and efforts be made to secure instructional materials, including textbooks, which favorably portray women in nontraditional roles.

3) All students be counseled to consider a variety of career opportunities, not only those traditionally entered by persons of their sex.

4) Job placement practices assure students of employment opportunities without restriction because of sex.

5) The role of women becomes an integral part of the school curriculum.

6) Sensitize all staff to sexism and to what are degrading and discriminatory practices.

7) Eliminate sex-stereotyped roles in all school publications.

8) Eliminate assignments by sex in classes.

Materials and Methods. In surveying the current scene, Willingham, Ferrin and Begle (1972) made a number of observations regarding material and methods for career guidance. They observed that:

1) Student assessment in the areas of career awareness and planning has been mentioned often but that relatively little good developmental work has yet been done;

2) Directed self-study represent the area in which most feverish activities are taking place which include curriculum materials, programmed instruction, workbooks, games, simulation, etc.;

3) Current materials stress career awareness more than educational or self-awareness;

4) The new emphasis on career guidance results in the quantity of occupational information increasing faster than corresponding quality;

5) Materials designed to develop self-awareness are not designed to integrate self-awareness and career planning; and,

6) Most guides are oversimplified, irrelevant, or overly professional in orientation.

As a result of their review, they make a number of recommendations regarding career guidance materials and methods. First, they recommend the development of curriculum materials and programs that involve students in real-life situations. They recommend as favored methods simulation, self-directed activities, group guidance, use of new media, interdisciplinary cooperation, and multimethod integrated program. They further recommend that the high priority process should be student centered and in the areas of planning, decision making and coping. They further stress that these materials be directed to all students, individualized to their level of aspiration and designed to serve educational and career functions that students recognize as useful and realistic.

These reports contain a summary of suggested material needs for different methods. We would be remiss not to consider their recommendations regarding improving materials and methods. Both the APGA and AVA proposed legislation would provide funds to improve material and methods in career guidance.

CONCLUSION

These do not represent all of the significant recommendations that have been made since 1968 regarding career guidance. However, if guidance leaders and educational managers and policy makers can set in motion steps necessary to implement these recommendations, great strides will be achieved in meeting the career development needs of all individuals.

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CAREER GUIDANCE NEEDS OF YOUTH AND ADULTS

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In sharing my views with you today, I will briefly draw your attention to the needs of all youth and adults for career guidance and counseling. Next, I will outline the nature and structure of programs to meet these needs and, finally, I will discuss an emerging emphasis in career guidance and counseling program development. Before I do so, however, it is necessary that you understand how I define the word career and why I use it with the words guidance and counseling.

The traditional view of career guidance and counseling has as its major focus one aspect of an individual's life--the occupational role. To meet the challenges of today and tomorrow, this traditional view must be broadened to include an individual's total life development. While the occupational role is extremely important in the lives of individuals and full attention must be focused upon it, it cannot be viewed as something separate from the other roles (student, citizen, family member), settings (home, school, community) and events (entry job, job change, retirement) of a person's total life. In fact, if it is viewed from this broader perspective, the occupational role is better understood and facilitated. That is why the word career is used in career guidance and counseling. The word career focuses on all dimensions of life, not as separate entities, but as interrelated parts of the whole person over the life span. When viewed in this manner, career guidance and counseling becomes a common link among schools and public and private agencies and organizations seeking to serve all youth and adults so that duplication and waste of programs and services can be avoided.

YOUTH AND ADULT NEEDS

At this point, someone might legitimately ask: "What are the career guidance and counseling needs of youth and adults? Have these needs been identified?" Answers to both questions are abundant in the literature. For example, McDaniels (1965) identified 12 vocationally relevant behaviors for youth as including:

1. Appreciation of work as a valued and enduring social institution ("work" broadly conceived);
2. Acceptance of the responsibility for one's vocational planning;
3. Knowledge of educational and vocational resources;

4. Understanding and acceptance of significant data about self;
5. Understanding of the kinds of data required for self-appraisal;
6. Understanding and use of resources to maximize self-potential;
7. Understanding the interrelatedness of occupations (e.g., job family concept);
8. Understanding of occupation as a major determinant of life style (e.g., occupation as a way of life);
9. Ability to perceive and accept life experiences as reality testing;
10. Awareness of consequences of decisions and the disposition to accept them;
11. Awareness of decision making as a chain process; and,
12. Ability to deal selectively with the environment by modifying it or adapting to it, as circumstances require.

More recently, staff members of the American College Testing Program completed a nationwide study in which they asked students about the status of various aspects of their career development and needs.

> One of the most striking findings of this study is the apparent receptivity of students toward help with career planning...more than three-fourths of the nation's high school juniors would like such help, and the proportion is almost as high for eighth graders...If recognition of the need for help with career planning is interpreted as an indicator of readiness, then American teenagers would appear to be anxious to get on with their career development. (Prediger, Roth and Noeth, 1974, p. 98)

In another study, a small but representative sample of Project Talent participants were interviewed (Flanagan, 1973). They were asked to evaluate the importance of various personal needs to their lives. They listed as important health and personal safety, relations with spouse, occupational role, having and raising children and understanding and appreciating self. These findings, Flanagan correctly pointed out, emphasize "that we should not lose sight of the fact that there are many other things important to the quality of life of students we counsel besides the occupational role. Career guidance and counseling viewed from the broader perspective of life planning is a central problem for all young people."

Concurrently, it is increasingly apparent that in today's complex world, adults also have career guidance and counseling needs. Changing occupations, once considered a symptom of instability, is increasingly seen as natural and desirable. Changes in job requirements, raising families early, and the ability to work and study at the same time have encouraged the changing of occupations and life styles. While the specific career guidance and counseling needs of adults may vary somewhat from those of youth, the same basic themes emerge. Brown (1972) researched mid-life crises and found the following:

1. A need for clarification of personal resources, characteristics, abilities, motivation, interests, experiences;
2. A need for assistance in uncovering and dealing with personal and environmental factors potentially detrimental to satisfying and satisfactory functioning occupationally;
3. A need for help in planning and carrying out career development alternatives, in or out of the present occupation; and,
4. A need for discovering a life gestalt which would overcome the tendency to compartmentalize life into conflicting segments.

MEETING YOUTH AND ADULT NEEDS

To actively counter the rapidly increasing complexities of society and the resulting intensification of youth and adult needs, career guidance and counseling must be improved, extended and expanded as an integral and central program component of education at all levels. In a recent review of national documents including government reports and congressional testimony, Bottoms, Gysbers and Pritchard (1970) identified and classified some concerns and recommendations of a wide variety of consumers and critics of career guidance programs. One aspect of their survey is summarized as follows:

1. A major recommendation found in many documents was that developmental (preventative) guidance and counseling programs, kindergarten through adulthood, are needed (in contrast to only crisis or remedial guidance and counseling services) to facilitate the career development of all individuals.

2. Job placement was mentioned frequently in the references as a neglected but needed activity in a comprehensive program of guidance and counseling.

3. Many references recommended that schools should be engaged in activities to reach out to individuals who left before completing their education and/or who were not prepared for their next step. Part of such outreach efforts would include the redesigning of present home, school and community educational programs. It was recommended that guidance and counseling must be an integral part of outreach activities.

4. Concern was expressed in many of the documents about the need for follow through and linkage activities. Guidance and counseling must be expanded to include the assistance needed by individuals in entering and adjusting to their next steps educationally and/or occupationally.

NEEDED FUTURE DIRECTIONS

This review and other surveys of a similar nature continue to point to the need to improve, extend and expand career guidance and counseling programs in order to make them sequential and systematic , early childhood through adulthood. At this point, little can be gained from concentrating on the past. What is crucial now is to discuss, recommend and implement directions and priorities for today and tomorrow.

Competent Achieving Individuals

A primary goal of career guidance and counseling is to assist all persons to become competent achieving individuals; to maximize their potential through the effective use and management of their own talents and their environment. As a result, career guidance and counseling programs and processes focus on assisting all individuals in the development of self-knowledge and interpersonal skills, in obtaining life career planning competencies, in identifying and using placement resources and in gaining knowledge and understanding of life roles, settings and events, specifically those associated with family, education, work and leisure.

Individuals, their feelings of control over their environment and their own destiny, and their relations with others and institutions are of primary importance in career guidance and counseling.

Integral and Central Program

To accomplish this goal, career guidance and counseling programs must be an integral and central part of the total educational-manpower-agency system--one that is identifiable and accountable. Career guidance and counseling must begin in elementary school and continue on a systematic and sequential basis through the school years including postsecondary vocational-technical and collegiate education and the many agencies and organizations that serve adult populations. This means that career guidance and counseling must be required by legislative provision. This is in contrast to the view of some that career guidance and counseling is an ancillary service funded on a permissive basis.

Needs, Goals, Objectives and Evaluation

The procedures for implementing career guidance and counseling programs are based upon the nature of the populations and situations of a particular setting. First, the career guidance and counseling needs of the population(s) to be served are stated and assigned a priority. Second, measurable objectives are written and program activities and resources are matched to the achievement of these planned objectives. Finally, evaluation procedures are established and applied and the results used for continual career guidance and counseling program improvement.

The needs, goals, objectives and evaluation approach to career guidance and counseling programming provides a way of assigning specific career guidance and counseling functions, responsibilities and accountabilities to the various personnel involved in a particular work setting. This approach should reduce the possibility of misinterpretations arising concerning who does what, when. This is important since some individuals overlook the difference between the functions of career guidance and counseling and the functionaries who carry out specific career guidance and counseling activities. A clear understanding of this point is necessary because often the term career guidance and counseling is used to describe a body of content or activities in which all educational cooperating agencies personnel participate, while at other times or even at the same time, it is used by some as a title to describe the occupational functions of the professionally-certified counselor. To counteract such confusion, a clear distinction between career guidance and counseling functions and functionaries is required.

The career guidance and counseling functions and responsibilities of professionally-certified counselors, as well as all other educational and agency personnel who have career guidance and counseling functions and responsibilities, need to be clearly stated. In a recent article, Gysbers and Moore (1972) suggested an approach to accomplish this goal. This approach is based on the kind of contact various personnel may have with their clientele--direct, shared and indirect. Using the needs-goals-objectives-evaluation process to determine the nature of the career guidance and counseling activities for a particular setting (school, agency), all personnel in that setting as well as those who are to cooperate with that setting would be assigned specific career guidance and counseling functions and accountabilities. The nature of the setting and the population of that setting would determine the career guidance and counseling processes to be used. Some settings will dictate the use

of more short-term, immediate, problem-solving career guidance and counseling processes. In other settings, developmental processes are more appropriate. Personnel in most settings, however, will find that a combination of developmental and immediate problem-solving career guidance and counseling processes will be required. In any event, the type of career guidance and counseling processes used in a particular setting will play a part in who is assigned what functions and responsibilities.

To assure the success of career guidance and counseling programs, it is necessary to fix responsibility for program coordination and leadership. Professionally-certified counselors should be assigned this responsibility in addition to the specific direct, shared and indirect career guidance counseling operating functions they may carry out in working with and for the clientele of their setting. In this capacity, professionally-certified counselors will be directly assisting their clientele to reach their goals as well as making sure that the overall career guidance and counseling program is planned, operated and evaluated in a systematic and continuous fashion.

AN EMERGING EMPHASIS: NEED EXPANSION

For many consumers and practitioners, the expected outcome of career guidance and counseling programs is the reduction of human needs. Because of this, many career guidance and counseling techniques are designed around an assessment of what is at a point in time. Immediate needs--a personal crisis, information about the job market, help in finding and enrolling in an educational program--are responded to by testing, providing information and counseling.

There is no question that this focus for career guidance and counseling must continue to be improved and expanded to meet the needs of all individuals. At the same time, however, as the need reduction focus of career guidance and counseling is being improved and expanded, increasing attention must be given to the emerging focus of need expansion. This emphasis, although it was implicit in career guidance and counseling literature since the turn of the century, only recently has become explicit. The need expansion focus is developmental in nature emphasizing career guidance and counseling techniques which stimulate and broaden an individual's potential. Instead of waiting until something happens and then filling that need, the emphasis is on developing what could be in individuals. The feasibility of this is underlined particularly well by Super and Bohn (1970) when they stress the importance that prior experience of a relevant type plays in individual growth and development.

> There is a good deal of evidence that individual differences in intelligence, special aptitudes, interests, and self-concepts exist prior to occupational training and experience and that they are not much affected by later experience in the occupation. It would seem that the characteristics in question were either inborn or the result of pre-occupational experience--of socialization in the family, in the school, or in the neighborhood. But it is difficult to conceive of some of these characteristics as innate: interest in scientific work or the concept of oneself as a psychologist could hardly be inborn, although the capacity to develop such interest or self-concept might be. It therefore seems likely that it is prior experience of a relevant type--anticipatory socialization--that develops the potential for the individual differences leading to the choice of a given field of work (Super and Bohn, 1970, p. 11).

If, as Super and Bohn have pointed out, prior experience is a key to later choice, then it seems reasonable to provide individuals with as wide a range of relevant experiences as possible to help them visualize and plan their present and future lives. The provision of these relevant experiences is the essence of a need expansion, developmental career guidance and counseling program.

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FEASIBLE OBJECTIVES AND STRATEGIES FOR IMPROVING CAREER GUIDANCE AND COUNSELING IN THE STATES

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It is not unusual to be included among the speakers on a conference program built around a theme of change. In fact, I would think you were remiss in your profession if you were not placing a high degree of importance on the need to change, to grow and improve, both as a professional group and as individuals who care about yourselves and the other people whose lives you touch.

It seems to me that the business of educational counseling has developed to a critical point in just the past few years. Recommendations as to what needs to be done are abundant--everyone has ideas and feels free to express them. You have been discussing some of these recommendations already, and I commend you for your efforts to come to some common understandings about directions for yourselves and your profession. Counselors have for too many years been the stepchildren of

the educational team. We are not here this week to blame anyone for the condition, but to acknowledge its existence and attempt to remove or alleviate it. Change must be the primary result of this workshop. If there is no other result than a new willingness to admit problems and the need to seek ways to solve them, your time will have been well spent here.

I understand that you are here to consider recommendations for change and to work out some ways of effecting change. As a part of this effort, you have a right to expect some help from your professional co-workers back home, both at the local level and at the state department of education. For the rest of the time allotted to me, I will be talking about what we are doing in Georgia in the field of guidance, how we are doing it, and why. My hope is that you will be able to use some of these ideas at home, to take them back to your peers who work in planning, testing, funding, legislation and other fields, and adapt them for your own purposes.

In Georgia, we have laid down a basic belief that undergirds everything we attempt to do in the field of guidance. It is that guidance must be a team effort. Rather than asking or requiring that various other educators become members of the guidance team, our philosophy is that counselor and other guidance personnel must become members, with special skills, of the educational team. Another basic belief is that we not only need more counselors but different approaches to counseling as well.

SIX AREAS FOR POTENTIAL INFLUENCE

With that in mind, we have identified six areas in which a state can expect to influence the development of a comprehensive and effective guidance program. I will enumerate these six areas, then describe what Georgia is doing in each area. One is in the use of discretionary federal funds, another, the areas of state and federal legislation. I also think there is great potential for affecting the guidance program through encouraging a differentiated approach to the guidance staff, through programs of student assessment and staff development. Finally, as the states develop performance-based certification plans, they, too, should contribute to the improvement of our guidance programs.

Federal Discretionary Funds. In Georgia, we are using federal discretionary funds in two successful programs that will ultimately affect our guidance program statewide. Our Guidance, Counseling and Testing Unit has assumed responsibility for job placement in the public schools. Since 1973, we have been using vocational education exemplary funds to set up job placement programs in 73 local school districts. Each district that accepted a federal job placement grant has designated one person to serve as job placement coordinator. In most cases, these persons are being employed for an additional two months in the summer to carry out these responsibilities. In addition, each summer since 1973, the State Department of Education and Georgia State University have conducted job placement workshops to train the coordinators, to develop ways of evaluating these job placement efforts, and to put together a job placement manual for use by the participating school districts. What we learn from this program will, of course, benefit every school and district in the state as we are able to show results and, hopefully, obtain state dollars for job placement programs. This year, the Georgia Assembly appropriated money for 10 job placement coordinators or media specialists.

In another effort, we have identified other vocational education funds available under section 4-C, and we have added to them some Title III funds. These are being used to develop a comprehensive career guidance delivery system for students in grades seven through twelve.

Our first step was to identify 16 regionally representative school systems across the state having student bodies comparable to a variety of schools across the nation. Working with the University of Georgia, these systems have set out to develop, package and field test a career guidance system derived from locally determined needs, based on the curriculum and focusing on the team approach. Each of the 16 locations is using a paraprofessional as a member of the career guidance team, and the team itself is being specially trained in career guidance methods and materials. Our intent is that changes should occur in both staffing patterns and program processes, and that the guidance program should move from something separate to something integral to the classroom. The results should be students who have more practical knowledge of the working world, who have greater understanding of their own interests, abilities and characters, and who are skilled at interpersonal relationships and decision making.

The product of this sixteen-district pilot project will be, we hope, a model that can be used by the guidance staff of the State Department of Education to train other counselors. At the same time, we will have defined clearly Georgia's goals for career and vocational guidance; we will have tested and proven the team approach to vocational guidance; and, we will have developed evaluation methods for determining the effectiveness of this approach for other school systems. We will have a kit of materials--available for national dissemination--that can be used to assess student and staff needs, and as an aid in program planning and development and staff development. And, we will have at least 16 school systems fully competent in, and able to demonstrate their abilities in, planning.

These are two of the effective, current programs, which are supported by federal discretionary funds, we have underway in Georgia. We believe we are getting excellent return for the federal dollars being invested in these two efforts.

Legislative Arena. I mentioned that another area in which guidance can be influenced is in the legislative arena. During the past two years, I have had a direct and rewarding realization of what this can mean. Just last month, Georgia completed polishing and refining a new education law--the Adequate Program for Education in Georgia--which outlines our directions for education for the next 10 years. I am pleased to report that the importance of guidance to a complete program of quality education was clearly recognized and stated in the new law. The study committee revising the law did extensive research, and their final report cites the national trend of student personnel services toward the team approach. The report also recognized that the emphasis of guidance should be on preventing problems rather than resolving crises, and that it is important to reach students early if they are to be helped significantly. The importance of establishing and using performance-based objectives and evaluation processes for student personnel services was recognized and evaluation processes for student personnel services was recognized and, probably best of all, the report concluded that the success of the guidance program depends upon a sufficient number of student services personnel to maintain realistic professional-to-student ratios. One of the study committee's two recommendations for inclusion in the new law was that the allocation of professional service personnel should be a separate category within the law, allotted on the basis of one for every 400 students in average daily attendance. Considering that our 1973 ration was one to 520 in high school, we are proud of that provision.

A Differentiated Staffing. A third approach Georgia is using to build an effective guidance program is encouraging the development of a differentiated approach to the guidance staff. In particular, two vocational programs are helping

to define this concept by making vocational guidance an integral part of the total curriculum. In our Program of Education and Career Exploration, group guidance is an important phase of the total experience. By letting them work for short periods of time in several settings, the PECE program involves junior high level students in the actual working community. After each work experience, students are encouraged to describe their activities and share their feelings with each other in small group meetings. Through these discussions, students are able to relate to different kinds of work and begin to identify the many factors and decisions involved in career choice. The teacher-coordinator of the PECE receives special summer training in vocational development and group guidance and, following an initial year of service, is encouraged to pursue a master's degree in guidance and counseling or vocational education. In an effort to reach and retain potential dropouts and underachievers in Georgia public schools, we have developed CVAE, Coordinated Vocational Academic Education. The curriculum of this program also lays heavy stress on vocational guidance, hoping to reach fifteen- and sixteen-year-olds during the period when they are most likely to succumb to the dropout syndrome. In this program, the coordinator meets students for an hour every day, using techniques of group guidance and individual counseling. Various types of jobs and the need for good work habits are discussed. Along with team teachers, the coordinator relates academic subjects to the students' on-the-job training and vocational classes. The program criteria specify that it is desirable for the teacher-coordinator of CVAE to have a degree in guidance and counseling, special education or vocational education. A six-weeks, graduate level summer school pre-service session is required, and graduate study is encouraged following a year of internship. An important aspect of the teacher-coordinator's job is to conduct scheduled conferences with CVAE students for personal and vocational counseling, and other students desiring vocational guidance. To insure a team approach, the coordinator also must confer with other vocational and academic teachers and the student's counselor about individual student academic and work experiences, career interests, test interpretation and scheduling. Of course, the CVAE coordinator works closely with the job placement coordinator and keeps in touch with students concerning their job experiences and progress.

Student Assessment. Student assessment is another fertile field into which the guidance program can be integrated effectively. In Georgia, we are about to begin the fifth year of our statewide testing program using achievement tests. Since we began this effort, we have stressed constantly to teachers, administrators and parents that the tests are being given to determine where students are weak so that programs can be designed to bring them up to a higher achievement level. Throughout our efforts in this area, the counselor has played a major role. To be effective in guiding students in such matters as planning courses, further education and choosing an occupation, it is critical that a counselor have as much relevant information as possible about each student. Test scores are an important part of this background information, and the counselor can be much more help to a student if she or he understands the scores, the student and how to interpret them accurately. The point of achievement testing, after all, is that test results and students are analyzed and that indicated curriculum change takes place, even at the individual student level.

Next year, we will complete five years of achievement tests, and we plan to change to criterion-referenced tests. These are being field tested now and, again, we have put strong emphasis on the importance of career development by designing

instruments for the fourth and eighth grades and a terminal point at the high school level. Many of the objectives for this series of tests are derived almost exclusively from the guidance function. For example, an objective on the fourth grade test states, "The student recognizes certain personal characteristics that are related to job fields." Another is: "The student can identify the relevancy of school subject matter and other school experiences to community, home, leisure and occupations." It seems to me that the guidance professionals who have such objectives as these in mind as they work with students will be heading directly for a realistic, attainable goal that, when reached, will reward both students and guidance counselors. The influence of the counselor will become more and more critical as we implement such measures as these criterion-referenced career development tests.

Staff Development. For that reason, I have included staff development as a fifth potential area of influence. In Georgia, we are moving purposefully toward a directed staff development program that stresses local input into planned, systematic activities designed to increase the competencies of educational personnel--counselors will certainly be included--in achieving desired student learning. Staff development, as we have planned it in Georgia, encompasses pre-service, in-service and post-graduate work. It is designed to be a continuous series of experiences focusing on knowledge, skills and attitudes needed by educational personnel. For counselors, a well-designed staff development program would insure that the guidance professional knows and understands a great deal about the world of work. He or she should know the content of the career development program, and how to work with teachers in a team approach to helping students. Under the Georgia staff development plan, school districts can develop educational programs that enable counselors to renew their certification in career development areas, and their study need not be for college credit. The school district and a nearby college or university can plan a program of staff development together, with the school system as the consumer specifying exactly what it expects of the college. The result is individually tailored education for the guidance professional, education based on the needs of the students and system he or she serves. As we have introduced and effected this locally planned and controlled approach to staff development, we have phased out the provision for life certification as a meaningless and virtually useless carry-over from the past.

Competency-based Certification. Finally, let me suggest to you that the guidance profession needs to involve itself in the business of competency-based certification. In Georgia, again using Title III funds, we have funded a project to develop a competency-based counselor program in one of our cooperative education service agencies. The program is attempting to develop a new view of guidance as part of the whole educational process. To repeat a phrase I used earlier, we hope to make counselors and other guidance personnel members, with special skills, of the educational team. This project has identified two areas that need attention, and is directing its efforts to developmental programs for grades K through six, and seven through twelve. Competencies have been identified and categorized as to knowledge, performance and program development. Next, they will be verified, then used to develop a certification process that will relate directly to the guidance professional. This process will be validated through field testing, including its staff development components. The ultimate result of the project, hopefully, will be that guidance for all students in Georgia will become more consistent and developmental in nature. Guidance programs will be staffed with counselors with demonstrated skills, and guidance itself will move from a series of ancillary services for students with special needs to an integral component of the educational enterprise.

CONCLUSION

I am aware that we have set ourselves some high-sounding ambitions in Georgia. But, we have done it with the full realization that guidance must change, must become an integral component of education. Some of our pilot efforts are sure to be successful, and these will be quickly implemented statewide. In those areas in which we do not succeed, we plan to try again. It is the only way we know to proceed in an area so complicated by the uncontrollable variables that are always present when we are trying to help human beings. I hope some of these ideas will be useful to you, and that you will share your successes and failures with us in Georgia as we all work toward better education for Americans everywhere.

A CAMEL LOOKS GOOD WHEN YOU ARE SITTING ALONE IN THE DESERT: PLANNING FOR STATE TASK FORCES

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INTRODUCTION

We have all heard the witticisms about how best to railroad through a change. Such comments include: "My idea for getting change to occur is to form a committee with myself as chairperson and the other members always off sick." Or, in the same vein, the admonition not to involve many people in the change process because "we all know that a camel is a horse designed by a committee."

In reality, however, inside the complex social organizations in which we all work, an attempt to keep close control of the change process and deny other people input will inevitably lead to failure. While you might have a "horse," you will probably end up riding it alone into the sunset, with everyone else deciding not to tag along. In fact, a camel is precisely what you should have in mind when you start your change activities. If you can end up with a camel you are almost certain to have involved a wide range of persons in the change process. It is this involvement of others which will be the key to any success you may achieve.

In my brief presentation to you today, I would like to do two things: first, lay out some general factors about the change process which you should be cognizant of, and, second, address the who, why, when and how of involvement in any change activities you plan to get underway.

FACTORS CONCERNING CHANGE PROCESS

Factors Accelerating Change

Four characteristics of the change process should be borne in mind in planning efforts:

Relative Advantage--The degree to which an idea is perceived as better than that which it supercedes. Such an advantage can be expressed in terms of economics, prestige, or convenience to the client.

Compatability--The degree to which an idea is consistent with the existing values and past experiences of the client.

Divisibility--The degree to which an idea may be adopted on a limited basis. Somewhat similar to buying on the installment plan.

Complexity--The degree to which an idea is relatively difficult to understand.

In addition, it is important to note that:

Ideas are selected which meet existing or felt needs of the recipients, preferably those needs which they have tried to provide for through their own efforts.

Ideas are selected which are seen as providing practical benefits as perceived by the recipients--e.g., improving their ability to do their job.

The strategy of introduction will involve adapting to or working through local social patterns--particularly local leadership.

Channels of communication should be established to provide a two-way flow of information, recipients to change agents.

Involve the recipients in the full process particularly in the planning, etc.

Be flexible in the strategies used to bring about change, altering them as necessary.

Factors Inhibiting Change

The diffuseness of the goals of your ideas or program. The rarity of well-specified objectives to be attained through ideas you are proposing or the process you are attempting.

Lack of evaluation and feedback which follows from lack of precise goals.

Attitudes of suspicion and reticence among many educators, mainly due to the vulnerability of education to community, boards, power elites in the community.

Management funding problems.

Levels of Change

Another important determinant of how successful you will be, and an element which should be figured into how you intend to undertake you activities, is the level of change you are attempting.

Substitution of one insulated segment for another is the simplest form of change--e.g., one textbook. Little or no system effects.

Alteration may involve a minor change but may have unforeseen system effects--e.g., workbook needs extra workshop space.

Restructuring represents a fundamental change--e.g., adoption of a new guidance program.

Value Orientation Change is the most complex and tricky of all.

Strategies of Change

Three major categories of change strategy are identifiable. A major planning objective must be to select which strategy, or combination of strategies, you will use.

Empirical Rational--Demonstrating and expecting good evidence and results to be enough to convince the client.

Power - Coercive--Limiting or controlling the action of others by directing them--assumes you have the influence and the power.

Normative - Reeducative--Concentrates on the role of values and the ability of those wanting to bring about change to change people's minds by presentations, seminars, teaching, etc.

Examples of Change Strategies

Develop and select innovations and state them in such a way that their relatively clear-cut advantage is obvious.

Establish an organization within your institution to facilitate change.

Establish an organized procedure for informing those at the top accurately and rapidly of the need and the expected consequences.

Utilize personnel recruitment policies to encourage staff committed to change.

Use informal, interpersonal channels to help bring about change.

Criteria for Evaluating Change Models (use on your own plans)

Provision for mutual recognition of change agent and client roles. Does it take into account the values of both?

Is it cost effective?

Provision for affecting the direction, tempo and quality of the process of change. Can the handles be manipulated?

Does it provide a reliable method for diagnosing strengths/weaknesses of the existing system?

Definition of the time required for the continuing relationship between the change agent and the clients--e.g., training program, etc.

Assurance that the model can be communicated realistically to the clients without distortion and without destroying its effectiveness.

Capability to assume its own appropriateness for different client systems--when it is appropriate, when not.

Usefulness to a variety of change agents from different technical and value background. (Not necessarily appropriate on a "one-shot deal.")

THE WHO, WHY, WHEN, HOW OF INVOLVEMENT

As mentioned earlier, the key to a successful change strategy is the ability of the change agent, or leader, to involve others in the change process. Involvement leads to commitment. Involvement is the name of the game. Let us quickly look at the pieces of the involvement process.

The Who

Start with your own supervisors. They are going to be vital to any adoption success or failure. If they are supportive of you, you are well on your way to moving your ideas from statement to practice. Not only involve them early, but keep them supplied with updated information regularly both formally and, perhaps more important, informally.

Keep your professional colleagues involved and use them for advice and help in your activities. Have them critique your plan, write sections themselves, and, if possible, get them to commit time to the activities you have in mind.

Mobilize and involve your constituents at the local level. Involve them in plan writing and strategy development. Use existing constituent groups, such as professional associations, from the outset of your planning efforts.

The Why

After involving a range of individuals and groups, you should be aiming for a number of outcomes:

Substantive Input: First, you are aiming to get a substantive input to your ideas and your planning activities, which will improve their quality.

Constituency Building: Second, you are starting to build constituency support for what you have in mind; while the input for "constituencies sake" may well prove to be substantive in and of itself, your major goal here is to get a ground swell of support, which once in motion will carry the day.

Shared Commitment: Finally, of course, you want to involve supervisors, peers, and constituents from the outset for the following reasons:

1. If you do not keep your supervisor attuned to what you are doing and where your are, you may get cited for driving your camel on the wrong side of the road.
2. Many camels make a caravan. Caravans are safer from marauding tribes than someone traveling alone.
3. If your camel is carrying a consignment that your market has ordered in advance, it will sell quickly.

In the last analysis, the more people talking about your ideas the better. Of course, you have really arrived when they all can be heard claiming it's their idea!

The When

You should attempt to involve a wide range of potential individuals and groups as early as possible preferably from the outset. As stressed earlier, you are looking for commitment and substantive input. To ask someone to react to a document or comment on what may appear to them a fait accompli often will only provoke a negative attitude which will, at worst, dry up your oasis, and, at best, flick sand in the eye of your camel.

The How

Obviously, you must match opportunities to needs, to specific groups or individuals. Such activities as paper writing, committee formation, memoranda circulation and reaction, and mini or large conferences are all potential strategies of involvement. Matching the correct strategy to the correct group or individual is extremely important. In undertaking that task, you must take into account time available to the individuals involved, type of product you want, and whether your goal is information generation or information exchange. There are many ways to skin your camel, and this is an area where judgment is required.

CONCLUSION

Planning to undertake change or to implement new ideas is a difficult and delicate task. You should have four major personality traits.

Most important, you must remain flexible, open to negotiation, and able to use criticism and the input of others constructively. Then, you must enjoy cooperation, and have the ability to sometimes stand in the wings and let others have center stage. Constant geniality is called for as you negotiate the change process. Finally, you must have patience, and like Job, you must bear your tribulations silently.

However, as the camel comes plodding into sight, you will conclude, I hope, that a camel looks good when you are sitting alone in the desert.

RECOMMENDATION I

Assigned Recommendation: That state and local guidance leaders develop program planning, program development, program implementation, and program evaluation skills in order to implement improved guidance program design, practices, and procedures.

Strategies for Implementation:

1. State and local guidance leaders actively recruit and involve the various "publics" affected by career guidance programs in the overall planning, development, implementation, and evaluation of the skills necessary for improved guidance program design and action.

2. State and local jurisdictions implement legislation to ensure that guidance is made an integral part of the general education program.

3. Chief state school officers appoint a guidance evaluation committee to review and evaluate changes being developed in guidance and counseling, and establish flexible program of standards to fit the public's needs.

4. State boards for vocational education include minimum standards for quality career guidance programs in the SPVE.

5. Adequate funding be guaranteed for a functional analysis of the guidance program as a method of evaluating the needs for career guidance program planning, development, and implementation.

6. State accreditation standards require career guidance and counseling programs which are based on documented student needs and which will produce desired student outcomes.

7. Adequate funds be provided for in-service and preservice training to teach state and local guidance leaders management skills.

8. Funds be provided to ensure opportunities for the development of innovative programs and improvement of existing programs.

RECOMMENDATION II

Assigned Recommendation: That counselors assume a leadership role in the planning and conduct of the comprehensive career guidance and counseling programs including the integration of community resources and agencies to this effort.

Strategies for Implementation:

1. Assess comprehensive career guidance needs of the person in the school, institution, agency and community.

2. Develop a tentative written position statement with objectives.

3. Present tentative position statement and objectives to the local career guidance advisory council for modification and/or acceptance.

4. Initiation of a letter, by state and local counseling divisions, and follow-up through Office of Education Guidance Division, to all chief state school officers regarding the necessity of administrative school support to implement program.

5. Gain approval and support from local school board for position statement and objectives as recommended by the local career guidance advisory council.

6. Mobilize school and community resources to support presently proposed federal legislation. Re: Career guidance and counseling to acquire needed financial resources.

7. Implement a preservice and in-service training program for all school staff members to help achieve the recommendations.

8. Modification of traditional counselor roles and responsibilities (e.g., attendance, discipline, scheduling, etc.) to provide adequate released time to develop and implement a comprehensive program.

9. Modification of attitudes of community populations, administrators, school staff, and school boards in relationship to comprehensive career guidance program.

RECOMMENDATION III

Assigned Recommendation: That elementary and counseling programs assist pupils in developing self-awareness and understanding as they relate to the decision-making process in career planning, and initiate activities and preparation that can be applied over a life span.

Strategies for Implementation:

1. Seek legislation to provide categorical federal aid for implementation of elementary career guidance and counseling programs in each elementary school on or before 1980.

2. Appoint a creative implementation team at federal and state level to provide models with strategies appropriate for a variety of local situations and provide support for their implementation.

3. Provide preservice and in-service training to school staffs to help make them capable of implementing an elementary career counseling program.

4. Role of elementary counselor will be:

   a. Counseling - with children
   b. Consultative - teacher, parent, agencies, etc.
   c. Cooperative - working with teacher, parent, administrator always with idea of classroom teacher being focal point in working with children

5. Identify the teacher's role in career guidance and counseling, and update and upgrade the teacher education programs so the teacher can and will assume proper role in the classroom.

6. Provide parents with awareness and skills in assisting in career awareness and development of their children.

7. Children, as a result of this program, will display growth in:

--self awareness, understanding, and motivation
--decision making
--respect for work

8. Through implementation of all of the above, teachers and counselors will be accountable for desired outcomes.

RECOMMENDATION IV

Assigned Recommendation: That certification requirements of guidance personnel include required work experience and an introductory course in career education. In addition, an on-site study of a staff development program be initiated to update the vocational knowledge and career guidance skills of currently employed guidance personnel.

Strategies for Implementation:

1. State departments of education make guidance personnel certification requirements flexible enough to include credit for work experience and/or appropriate on-site business, industry, labor internships. This suggestion should be approved in writing by state advisory councils and professional organizations prior to being sent to state licensing agencies.

2. State departments of education require an introductory course in philosophy and program components of career education or demonstrated competencies for certification of counselors.

3. State departments of education require in-service education designed to upgrade career guidance skills of currently employed counselors, central office staffs, counselor educators, administrators, classroom teachers and paraprofessionals. This in-service education should be conducted in cooperation with counselor education institutions and universities through ongoing systematic regional workshops and other activities to meet the needs of LEAs.

4. Encourage business and industry to initiate workshops, orientations, work experience and other in-service activities for counselors.

5. Assign responsibility for the coordination and implementation of the in-service activities to the LEAs.

6. Conduct a feasibility study to determine the practicality of a four-year bachelor's degree in guidance and counseling to include work experience, teaching experience and appropriate course work.

7. Establish a central informational dissemination center, with a coordinator, in each state to facilitate the sharing of representative and exemplary programs, skills and materials.

RECOMMENDATION V

Assigned Recommendation: That guidance systems are to be balanced to meet identified needs of all youths and adults; this means there is a major need for rigorous program planning, structuring and evaluation.

Strategies for Implementation:

1. By 1977, all state departments of education include in their certification requirements for every teacher (K-12) formal instruction in counseling and career development principles for all initially certified teachers.

2. Develop a careeer path file for every student showing his progress and make available especially at course registration to assure continuity on an ongoing basis.

3. Support state and federal legislation that will implement the above.

4. Counselors act as consultants to faculty in curriculum planning for career development, beginning in elementary grades.

5. Counselors develop specific goals and objectives based on ongoing needs assessment both philosophical and programmatic and develop a plan for evaluation of same.

6. Form a career development team to include parents, community and business representation for program planning, structuring and evaluation.

7. The counselor acts as catalyst, and gains the support and cooperation of the local education agency leadership and that of the individual administrations.

RECOMMENDATION VI

Assigned Recommendation: That an individualized comprehensive career guidance system (CCGS) for junior and senior high school students be planned and implemented through the school curriculum. (AIR, 1972)

Strategies for Implementation:

1. Full support of HR 3270, specifically Part C, Section 221, which addresses Guidance Personnel Training Component designed to provide funding for the support of individualized comprehensive career guidance workshops modeled upon the NDEA and EPDA workshops of recent years.

2. Provision for a national workshop to develop the guidelines and model for the training program which will address individualized comprehensive career guidance systems. Follow-up activity would develop state models and guidelines based upon input from the national workshops.

3. Recommend the development of a system of program needs assessment related to comprehensive career guidance programs.

4. Recommend that agencies responsible for the accreditation of counselor education programs include the systems approach to program organization development and management as part of their standards and criteria for accreditation.

5. At the local level, measure discrepancies between present career guidance programs and the comprehensive career guidance system model to insure orderly implementation.

RECOMMENDATION VII

Assigned Recommendation: That schools make increased efforts to involve parents or guardians in the counseling and guidance process for pupils by providing for differentiating work patterns and hours for counselors and various support personnel in order for them to be able to meet with parents and guardians at times and places best suited to their life styles.

It is also recommended that a variety of professional and paraprofessional guidance workers both within and outside the curriculum work under supervision of a professionally qualified guidance worker.

Strategies for Implementation:

1. Assess current counselor utilization before entering into differentiated staffing.

2. Encourage and work for legislation for differentiated staffing in guidance and counseling. Funding to be used for: a) in-service for professionals and paraprofessionals; b) continuous research in the relative roles of professionals and paraprofessionals--descriptive (what is) prescriptive (what should be); c) accomplishing local needs assessments.

3. Prepare for and eliminate roadblocks to implementation through an involvement of all audience, prior to attempting differentiated staffing.

4. Select paraprofessionals on the basis of skills and talents they bring to the program to meet selected differential needs (i.e, paraprofessionals are not intended to serve as clerks, secretaries, etc.).

5. Consider, along with differentiated assignments, differentiated work patterns and hours of the professional and paraprofessional staff (i.e., extended day, evenings and weekends).

6. Provide for pre-service and in-service training of paraprofessional and professional staff to facilitate their personal and professional development.

7. Provide paraprofessional staff and all staff avenues for upward mobility, a career ladder for guidance workers. Opportunities for climbing the ladder must be provided (i.e. in-service, on-the-job training, additional post-secondary training availability).

RECOMMENDATION VIII

Assigned Recommendation: That the classroom teacher be an integral part of the career guidance team; that those individuals contributing directly or indirectly to counseling

and guidance (i.e., teachers, administrators, pupil service workers) should work toward career guidance as a total concept.

Strategies for Implementation:

1. In-service of school administrators, provided by counselors.

2. Immediately develop a means for impacting preservice and in-service teacher education programs with career guidance (NAB, classrooms in industry).

3. Counselors take the initiative in developing the team role of student, teacher, counselor and parent in planning learning strategies to enhance career development.

4. Counselors, where present, take the responsibility for organizing and coordinating all internal and external resources for the total career education program.

5. Develop collaborative relationships with the curriculum developers and their state and national organizations.

6. Counselors take the initiative in establishing a career resource center for students, teachers and parents and providing for its utilization.

7. Counselors encourage total staff involvement in establishing alternative approaches for student exploration of career and leisure time interests.

RECOMMENDATION IX

Assigned Recommendation: That increased resources be made available to provide sound career guidance and counseling to minority populations, to handicapped persons, to disadvantaged persons, both youth and adults.

Strategies for Implementation:

1. Fund guidance services as a separate budget line item in all settings where guidance takes place. Base the amount of funding on a well defined variable human service index which is in turn based on human needs, special populations, etc.

2. Separate instruction and services, i.e., career guidance and counseling services with individual funding in each area.

3. Compensate agencies and schools on the basis of quality and quantity of career guidance and counseling services provided, similar to the average daily attendance compensation paid for instruction.

4. Develop an evaluation system based on an objectives system such as MBO. Objectives will be the outgrowth of local needs based on and related to client outcomes.

5. The national leadership (such as AVA, APGA and USOE) use existing definitions such as Title I or develop new definitions of persons with special needs on which to develop an index to determine the quantity and quality of career guidance and counseling services needed.

6. Designate an administrator to be accountable for provision and coordination of services for special population.

7. Develop a system for identification and assessment of needs of target population.

8. Compilation and utilization of resource inventory of existing services, training and employment opportunities.

9. Develop a system for coordination of services to eliminate duplication and identify unmet needs in the special population groups.

10. Develop a qualitative mechanism to assess the effect of the services on the individual and his employability.

11. In light of limited resources include needs of the special population within the prioritization of program needs--not considered an add on.

12. Provide for active involvement of the special population groups in program planning and evaluation.

RECOMMENDATION X

Assigned Recommendation: That professional associations, state education associations, and counselor education institutions jointly exert leadership to provide preservice and in-service training opportunities designed to develop the consultative role of counselors with staff and parents.

Strategies for Implementation:

1. Recommend that a consortium be established at state level consisting of professional associations, state education associations, counselors, counselor education institutions, schools of education, business and labor representatives, parents, students, etc., for the purpose of coordinating preservice and in-service training opportunities for consultative role of counselors with staff and parents.

2. State education association initiate the leadership within the consortium.

3. Professional associations assume leadership to develop awareness and needs identification for consultative role of counselor to work with staff and parents. Coordinate efforts among community organizations, business leaders, and parents in the awareness of needs identification.

4. The consortium identify the goals and objectives and establish priorities so that knowledge and skill development is based upon needs identification.

5. Recommend state funds be allocated and all other potential funding be considered for development training packages based upon goals and objectives established in strategy 4 (above).

6. Consortium receive funds from state for delivery system in pre-service and in-service program to include counselor educators, counselors, professional association leaders and school administrators.

7. Professional associations charged to publicize on state and national level various successful preservice and in-service and training programs opportunities, i.e., professional journals.

8. Provide institutes for preservice and in-service training at national and regional levels.

RECOMMENDATION XI

Assigned Recommendation: That at the national, state and local levels there exist visible coordinated professional guidance leadership that is included in effecting guidance and counseling.

Strategies for Implementation:

1. Mandate local advisory committees by legislation that will be representative of various populations in the community and will be advisory not regulatory in nature. (Students, administrators, parents, industry, business, labor, teachers, counselors).

2. AVA, APGA, NACVE and other concerned professional groups coordinate efforts to establish a Bureau of Pupil Personnel Services in USOE as well as provide funds to activate BOAE office of counseling services so that leadership can be provided to counselors at all levels (elementary, secondary, adult, continuing education, etc.).

3. State departments of education commit funds and effort toward establishing rigid guidelines for counselor loads and duties based on student counselor ratio not to exceed 200 to 1 in each school system. This recommendation assumes categorical funding.

4. State supervisory and consultant staff be increased commensurate with the additional counselors which the lowered ratio would require.

5. School counselors assume a more aggressive public relations image with national, state and local groups, i.e., articles written, and approved by state guidance associations, participate in public presentations at local, state and national levels.

6. Counselors involve relevant groups in establishing goals and objectives for their guidance programs. Only after consensus on objectives has occurred among counselors, administrators and parents can effective strategies be agreed upon.

7. Local school districts (e.g., administrators, counselors) encouraged to initiate dialogue with counselor educators to clarify their role and function.

8. APGA and other guidance oriented groups should invite administrator groups (CSSO, American Association of Achool Administrators, etc.) to national conferences to discuss problems which exist between administrators, counselors and to make recommendations for the amelioration of these problems.

9. The role and function of counselors in all public institutions shall be an issue of collective bargaining or labor organizations.

RECOMMENDATION XII

Assigned Recommendation: That a sequential program be developed to make greater use of community resources and experiences, at each educational level, which are coupled with in-school learning and group guidance activities.

Strategies for Implementation:

1. Develop and catalog community resources and experiences by grade level and subject matter within an occupational cluster framework; make catalog available to all school personnel.

2. Every school district establish a community resources advisory council to provide articulation of community resources within the ongoing educational program.

3. Designate one person in each school to coordinate the use of community resources.

4. Develop community resources to focus on the role and the person doing the job and the characteristics required for doing the job, rather than on the job or the process.

5. Each school organize a system for providing work experiences for all students, both paid and volunteer, in the school and the community.

6. Coordinate use of community resources and experiences within each school district.

7. Show and sell community experience at all levels, K-adult, as relevant and an integral part of life career development.

8. Recognizing special problems which exist in both rural and urban areas, establish school priorities for the development of community resources and experiences for students.

9. Identify and disseminate information regarding existing successful community resources and experience programs.

RECOMMENDATION XIII

Assigned Recommendation: That placement and follow-up services be provided to all school dropouts and graduates.

Strategies for Implementation:

1. Establish a team approach (counselors, teachers, etc.) to career guidance, utilizing group process, work experience and community resources to insure adequate career decision making, placement and follow-up.

2. Establish local, state and federal policy/priority which define responsibility and accountability for guidance, placement and follow-up.

3. Assure that every person has a salable skill when he chooses to enter the labor market.

4. Locate resources at state, local and federal levels to encourage accomplishment of respective responsibilities regarding job placement and follow-up.

5. Implement a comprehensive program of career guidance and career education.

6. Establish a yearly statewide survey of the existing placement and follow-up services that are available to dropouts and graduates. Based upon the results of the yearly survey, work should be done in concert with the state department of education, the state guidance associations and other related organizations to facilitate the necessary actions for the systematic designed and implemented follow-up and placement.

7. Develop a state plan for placement and follow-up services supported by a strong public relation program and the necessary funding.

8. State departments of education develop curriculum guidelines that teachers may use in placement and follow-up activities.

9. Develop a local and state placement and follow-up data bank.

10. Counselor education programs at all teacher education institutions emphasize and require courses in career education, placement and follow-up techniques and procedures.

RECOMMENDATION XIV

Assigned Recommendation: That the Career Guidance and Counseling Act of 1975 (H.R.3270) and Title II of H.R.3037 clearly facilitate the implementation of the several recommendations of the Sixth Annual NACVE Report. This national conference, therefore, goes on record in support of the important ideas, programs and provisions of this career guidance and counseling legislation and recommends that this support be reported to the appropriate U.S. House and Senate committees.

Strategies for Implementation:

1. Develop a joint task force of APGA and AVA, with support of NACVE and SACVE, for resolving differences between Part B, H.R. 3037 and H.R. 3270, with a time line of June 1 for reporting to the Board of Directors of APGA and the Guidance Division Policy Committee of AVA.

2. Support be identified with career guidance over the life span rather than the narrow concept of one segment of a person's life.

3. This conference strongly support categorical funding for career guidance and counseling programs to meet the career development needs over the life span.

4. Appropriate committees of the U.S. Congress provide immediate and up-to-date information as to the progress and disposition of said recommendation to the designated leadership of this conference for dissemination to its participants and the public. (Board of Directors, APGA and Guidance Division Policy Committee, AVA).

5. Involve representatives of society (e.g., senior citizens, high school students and presently unemployed or underemployed persons) on committees that make suggestions involving all facets of career guidance and counseling.

6. That the report of the career guidance joint task force (AVA and APGA) referred to in strategy 1 of the recommendation be disseminated widely, and such report be actively supported by the SACVEs, state branches and divisions of APGA and the guidance division of AVA. Such support should involve "grassroots" campaign of the combined membership seeking Congressional passage of career/vocational guidance legislation.

7. All persons in the systems designated as delivering counseling and career guidance services receive categorical support in federal legislation.

8. Adequate federal funding be provided for the implementation of effective career guidance and counseling systems.

9. Any career guidance and counseling legislation include provisions and funds for SEAs to provide preservice and in-service for local personnel responsible for carrying out the program.

10. All career guidance legislation provide for strong and visible leadership at the national, state and local levels with appropriate staffing to carry out the provisions of the legislation.

11. In order to be eligible for funding, submit a plan to provide for evaluation and assessment at least on an annual basis with these reports being furnished to the appropriate advisory council and the local board of education.

12. The Career Guidance and Counseling Act of 1975 (H.R.3270) and Title II, Part B of H.R.3037 clearly facilitate the implementation of the several recommendations of the Sixth Annual NACVE Report. This national conference therefore, goes on record in support of the important ideas, programs and provisions of this career guidance and counseling legislation including the provisions for categorical funding for career guidance and counseling programs. This support must be reported to the appropriate U.S. House and Senate committees.

13. Develop a follow-up conference for the purpose of evaluating the results of the actions taken on recommendations that evolved from the national workshop "to implement change in counseling and guidance."

RECOMMENDATION XV

Assigned Recommendation: That categorical funding be provided for career guidance and counseling and for career development programs in all legislation calling for these services and programs. Monies will be appropriated for categorical funding of career guidance and counseling.

Strategies for Implementation:

1. This joint workshop go on record and make known to Congress that it strongly supports providing categorical funding for career guidance and counseling and for career development programs. Further, that it supports H.R. 3037, Part B and H.R. 3270 as illustrative of such categorical funding.

2. Identify the counselor as the facilitator of career guidance and counseling and for career development programs where they are receiving categorical funding.

3. Spend at least 20 to 30 percent of all categorical vocational education funds for career guidance and counseling and for career development programs.

4. National workshop participants contact state professional organizations to secure support for H.R. 3037 and 3270.

5. National workshop leaders prepare a press release for each participant to take home, listing those attending and actions supported by the workshop.

6. AVA and APGA immediately establish a working joint task force to formulate provisions for future career guidance and counseling legislation.

7. State education agencies be required to include both vocational education and guidance divisions in cooperative planning for the use of such categorical funds as may be forthcoming. Such provisions must be included in any state educational plan to the end that such programs are comprehensive rather than segmental.

RECOMMENDATION XVI

Assigned Recommendation: That counselors insure that all students, regardless of sex or ethnic background, are afforded equal latitude and equally positive guidance in making career and educational choices.

Strategies for Implementation:

1. Develop and implement a process whereby counselors become aware of and deal with their own biases.

2. The counselor develops and implements activities that provide educators in their operational structure opportunities to recognize, acknowledge, and deal with their own biases.

3. Develop and implement programs in all educational and instructional agencies that allow students to identify, examine and deal with their own biases.

4. Develop and implement positive public relations program which will be designed to create awareness and insight into the problem of cultural and personal biases.

5. HEW Civil Rights Commission and local organizations urge the mass media, especially TV, to present new models of work activities that will break with the traditional models of sexism and stereotyping minorities.

6. Urge that instructional staffs in all school settings explore with their students the breadth of vocational possibilities of their subject matter regardless of race or sex.

7. All educational agencies, from HEW to local school districts, pressure textbook publishers to insure that racism and sex stereotyping is not perpetuated.

8. Encourage establishment of rap sessions in schools to openly discuss male-female and cross ethnic problems.

9. Encourage professional associations and employing agencies to provide for their members growth activities to insure greater understanding of sexism and ethnic concerns.

10. Insure that all citizens are exposed to as great a variety of ethnic and cultural backgrounds as possible; preferably through the presence of professional school staffs representing these backgrounds.

ALABAMA

Task Force Objectives:

1. Task force is appointed as ad hoc state committee for implementing plan.

2. State committee will contact state president of APGA and AVA and inform of plans and priorities.

3. Through APGA and AVA committee will contact state vocational advisory committee to seek support: a) from state board of education; b) from Board of Higher Education (ACHE); c, in state legislature for introducing a bill similar to H.R. 3270 and H.R. 3037.

ALASKA

Task Force Objectives:

1. Develop a paper to accompany "The Fourth R" to provide lay public, school boards, etc., with an awareness of the need for guidance and counseling in career development.

2. Provide in-service training for local school boards and advisory committees on alternative strategies to implement or expand career guidance and counseling K through 12.

3. Representatives of the state advisory councils in attendance at this conference will request that the state councils recommend to the state boards of education that they establish a method for generating state foundation support for career guidance and counseling.

CALIFORNIA

Task Force Objectives:

1. By August 1, 1975, additional task force members will be identified to assure coordination and input from all relevant groups.

2. By October 1, 1975, the augmented task force will have met to identify ongoing programs that might influence change and develop a plan for coordinating this effort. (Example: state plan for pupil personnel services, CACVE, Vocational Education, Career Education Task Force, etc.)

3. By February 1, 1976, a minimum of two implementation strategies will be identified or developed.

4. By June 30, 1976, at least six workshops will have been held to provide information and in-service training in career guidance.

5. By June 30, 1976, needed legislation in career guidance will have been identified and/or developed.

COLORADO

Task Force Objectives:

1. Identify commonalities of recommendations set forth by the National Advisory Council, State Advisory Council for Vocational Education, and State Departments of Instruction Liaison Committee of Guidance.

2. Identify and unify state goals.

3. Develop objectives based on goals identified and unified in item two to gain categorical funding by Colorado legislature.

4. Develop plan for statewide in-service for present counselors.

5. Encourage concerted efforts to bring about strengthening certification requirements in Colorado through the inclusion of vocational and career education components in counselor education and preparation.

DISTRICT OF COLUMBIA

Task Force Objectives:

1. Implement improved guidance program design, practices and procedures through the development of program planning, program development, implementation and evaluation skills through coordinated professional guidance leadership at the national, state and local levels.

   (a) Balance the guidance systems to meet identified needs of all youth and adults by inclusion of state departments in certification requirements, formal instruction in counseling and career development principles for all teachers and counselors.

   (b) Set a target date for action by 1977.

2. The counselor coordinate the total career guidance activities of which the teacher is an integral member of the team.

3. Establish community-school advisory councils to realize student, school, community needs.

   (a) Establish differentiated work patterns and hours for counselors and support personnel for the purpose of involving parents and guardians in the counseling and guidance process.

4. Appoint creative implementation teams at the federal and state levels to provide models with strategies appropriate to a variety of local situations and to provide for their implementation.

5. Placement and follow-up services established or improved by the institution of a yearly statewide survey of existing placement and follow-up services that are available to dropouts and graduates. Based upon the results of this survey and

utilizing the team approach, work should be done in concert with the state department of education, the state guidance associations and other related organizations to facilitate the necessary action for the systematic designed and implemented follow-up and placement.

6. Organize a restructuring of counselor education requirements, licensing and certification in cooperation with Middle States Evaluation Association, the Board of Trustees of the University of D.C., the State School Board, Washington Teachers Union.

7. Establish a consortium of professional education and guidance associations, business and labor organizations, parent and student groups, etc., to exert joint leadership for provision of preservice and in-service training opportunities to develop consultative role of counselors with staff and parents.

8. Through an intensified workshop, local counselors, administrators, and teachers develop appropriate guidelines to establish an individualized comprehensive career guidance model. The guidelines will speak to appropriate needs of the students, development of materials, and management of the implementation of such a program.

FLORIDA

Task Force Objectives:

1. Organize a career development advisory task force composed of personnel attending this workshop plus representation of other appropriate personnel (principal, vocational education, community college, university, legislature, etc.)

2. Deal with recommendations of this workshop, ongoing programs, funding and additional identified needs within Florida.

3. Identify and expand systems models for implementation.

4. Identify key personnel for planning.

5. Identify key personnel for training.

6. Improve the understanding and acceptance by all concerned personnel (administrators, teachers, parents, legislature, etc.) of the objectives, role and scope of counseling.

7. Improve measurement criteria that clearly communicates to all communities the effectiveness of counseling at the elementary, secondary, postsecondary and adult education levels.

8. Improve measurement criteria so that they clearly communicate the cost of counseling at all levels to all communities.

9. Improve and expand the preservice and in-service training for counseling, identifying performance criteria as a basis for the skills and knowledges to be included.

10. Inform all appropriate personnel of the recommendations and action objectives created through this national workshop. (Department of Education, Vocational Education Advisory Board, Student Services, etc.).

GEORGIA

Task Force Objectives:

1. Reconvene the task force for another meeting upon return to Georgia. Involve other people in Georgia who are active members of professional organizations (GEA, GPGA, etc.) with the task force.

2. Inform the State Advisory Council for Vocational Education, district directors and school superintendents of progress to date and involve them in the planning of future activities of the task force.

3. Involve all professional education associations and guidance associations in hopes of obtaining their professional commitment to the goals of career guidance in Georgia.

4. Develop a comprehensive plan after input from all appropriate resources.

5. Disseminate the plan to legislators, state board of education, local boards of education.

HAWAII

Task Force Objectives:

1. Hawaii PGA, HSCA, HPAVA, Hawaii Career Guidance Association form beginning task force to involve the following in a consortium: State Department of Education; University of Hawaii (Counselors and Administrators); community college system; private universities; private school systems; business; labor; parents; and students.

(a) HCGA will issue a call for professional associations task force.
(b) The task force will issue the call for consortium.

2. Consortium assess needs, develop appropriate programs and opportunities to meet these needs and coordinate the programs and opportunities to develop the consultative role of the counselor with staff and parents.

(a) The consortium will reach agreement on appropriate strategies and plan of action.

(b) The consortium will periodically evaluate the progress and report to appropriate agencies.

3. Evaluate and report to various advisory councils, state board of education, legislature and public the achievement of elementary guidance programs in decision making of career planning in terms of the objectives of self-realization, civic responsibility, social relationships and economic efficiency as related to awareness, exploration and preparation/placement.

4. Assess accountability of teachers who are implementing career development on the basis of achievement of above objectives through pre- and post-testing of students involved.

5. Area counselors define and implement counselor training in career guidance.

6. Assess models/strategies for training of counselors through program monitoring and evaluation.

(The above objectives are based on the fact that Hawaii has a model for career development, curriculum guides for implementation, and in-service training underway.)

IDAHO

Task Force Objectives:

1. Write letters to leaders of the professional organizations, State Department of Education, Department of Vocational Education, State Advisory Council on Vocational Education, business, labor and institutions of higher learning to obtain reaction to the proposed task force (consortium) concept.

2. Assign a person to coordinate and insure the efforts of the career guidance movement.

3. Achieve legislation to insure that career guidance is provided each person who wishes the service.

4. Effect change in counselor certification to require career guidance and counseling course work sufficient to adequately prepare professionals before allowing them to become eligible for state certification.

5. Provide a plan for in-service for existing counselors so they may be retrained to provide the service necessary for assisting those who desire assistance in career guidance and decision making.

6. Establish a central clearinghouse for coordination of career education and guidance programs as well as dissemination of information about programs presently being conducted in Idaho.

7. Involve universities in the development of preservice as well as in-service programs for all people involved in the helping professions so the concept of career guidance is presented to all who will work with youth of Idaho.

8. Write a "state plan" which would be representative of all groups with an interest in the career guidance movement.

ILLINOIS

Task Force Objectives:

1. Form a State Task Force with this group as the nucleus representing all groups involved in educational and employment policy decisions and committed to statewide coordination of career education activity.

2. Hold a state workshop to define needs, set goals, and assign priorities and responsibilities.

3. Campaign actively to educate administrators and total community as to the definition of "guidance" (career education for all persons) and the importance of the counselor role in a team planning effort for programs and policy.

INDIANA

Task Force Objectives:

1. Continue working on the development of plans and strategies to effect implementation of the recommendations V, VII, I.

2. The SACVE, IPGA and IVA call a meeting to continue with the overall planning and development of these plans (May 28 has been scheduled).

3. Expand Career Guidance Task Force to include representatives of various publics affected by career guidance programs.

IOWA

Task Force Objectives:

1. Organize a meeting for the purpose of identifying the need for, format and plans for a conference(s) to implement career counseling on a statewide basis.

2. The task force will meet by June 30, 1975, to begin developing plans for "key person" conferences to be conducted in the Fall of 1975.

3. By September 30, 1975, conduct the "key person" conference for the purpose of organizing a state conference on implementing career counseling for area education leaders. The main objective of the conference will be to develop planning for area wide conferences on career counseling.

4. Conduct state conference to plan area conferences on career counseling. Date to be determined in June 30 task force meeting.

5. Conduct area conferences.

KENTUCKY

Task Force Objectives:

1. Form a State Task Force

2. Develop an operational plan

   A. Increase Involvement
      (1) Develop interview guide--SEA/legislature/SACVE/professional organization
      (2) Interview significant individuals--leaders/managers/decision makers
      (3) Review conference proceedings--task force
      (4) Develop assessment instrument--task force
      (5) Conduct needs assessment--A1/A2/ED.R./LEA
      (6) Analyze--task force

   B. Increase Resources
      (1) Prioritize--task force
      (2) Plan tentative--task force
      (3) Review plan--A5
      (4) Assessment of resources--task force
      (5) Finalize plan

LOUISIANA

Task Force Objectives:

1. Hold a two-day planning conference for task force for the purpose of developing an overall plan of action for the ongoing activities of the task force.

2. Maximum involvement of the team.

3. Involve task force in broadening the concept of the existing state plan and work toward implementing changes in counseling and career guidance.

MAINE

Task Force Objectives:

1. Involve leaders in planning groups to develop communication so that local school districts begin to be informed and involved.

   (a) Invite state coordinators, association leaders, and university people to start a task force.

   (b) Report to commissioner of Maine the efforts of this conference.

2. Assess state needs of students and community for the purpose of developing workshops to improve skills of counselors.

   (a) Ask MEPGA and state department and university to jointly sponsor assessment of local school districts.

(b) Encourage state coordinators and other leaders in state to write proposal for funds to bring about exemplary programs.

(c) Submit these proposals to state people, federal office for title, exemplary and categorical funds for financial support.

(d) Get MEPGA to sponsor a bill to fund initial state support for career counseling.

MARYLAND

Task Force Objectives:

1. Establish and publish a State Department of Education policy which identifies the counseling profession as responsible for the coordination and delivery of career guidance services in every school district.

2. Convene leadership personnel from university and local agency levels with representatives from the educational, business and labor communities in order to define expectations, resources and specific competencies needed to assess and address local needs.

3. Create and publish an action plan which defines the counseling professional as responsible for the training and/or retraining of colleagues, administrators, teachers and paraprofessionals in the differential skills necessary to the continuing delivery and evaluation of career guidance services.

4. Seek specific fiscal and public support for this plan through application to available local, state and federal sources for assistance with its implementation and validation.

5. Insist upon the compatibility of this effort with the state's total educational plan; e.g., as an educational priority, career guidance and the personnel and skills required to assure it will be an integral component of public education programs at all levels, K-Adult.

MASSACHUSETTS

Task Force Objectives:

1. Consolidation of life career development programs and eventual elimination of specialized funding.

2. Placement and follow-up a functional part of career development programming.

3. Better utilization of community resources as part of the educational system.

4. Planning and implementation process must provide for total accessibility on the part of the entire community.

5. Form state and regional career development teams (to include parents, students, community and business representation) for program planning, structuring and evaluation.

6. Identify a person at the state level and in each regional office to be responsible for the development of a comprehensive data bank of community resources.

7. Develop in cooperation with other state agencies a local and state data bank for placement and follow-up.

8. Establish a yearly statewide survey of the existing placement and follow-up services that are available to dropouts and graduates. Based upon the results of the yearly survey, action should be taken in concert with the state department of education, the state guidance associations and other related organizations to facilitate the necessary changes leading to the implementation of a systematic and coordinated statewide program of placement and follow-up.

9. Develop and establish state and local policies defining responsibility and accountability for guidance, placement and follow-up.

MICHIGAN

Task Force Objectives:

1. Provide counseling representation on local and state career education planning committee, i.e., career education commission (PL 97), CEPD committees.

2. Involve counselor educators and teacher educators in the development of more comprehensive career guidance preservice training for counselors as well as initiating preservice training in career education for teachers; utilize the Michigan Career Education Consortium.

3. Involve business, industry, labor and the community (i.e., NAB, Chamber of Commerce, unions, PTA or Community Councils and local foundations) in the development of in-service for professional educators and paraprofessionals.

4. Coordinate state and local professional organization activities with ongoing state legislated career education programs.

   (a) Feedback from and dialogue with Career Education Commission to Michigan Vocational Guidance Association and other allied associations at annual conventions.

   (b) Co-sponsorship and participation in state and local career conferences and activities and Career Education Commission programs.

   (c) Utilize NVGA leadership in further development of community resources and experiences.

5. Michigan State Department will maintain liaison with and dissemination of the development of the nine funded Placement Centers as well as locally funded Placement Centers (i.e., Flint, Michigan).

6. Alert counselor and other professional organizations to enlist the aid of all community members and voters to be in contact with legislators to request categorical funding for career guidance activities and mandates. The State Department will urge local districts to utilize current federal funding to participate in the state's plan for career education. Counselors will be encouraged to have input as well as using existing materials.

MINNESOTA

Task Force Objectives:

1. State Task Force report to the State Commissioner of Education regarding the concerns and outcomes of this national workshop.

2. Task Force express concern to the Commissioner for the need to develop a comprehensive state plan to improve career guidance, counseling and placement services for Minnesota people, pre-K through adult.

3. Recommend to the Commissioner that:

   a. The state's present Task Force for Career Education have its present membership expanded and its goals redefined.

   b. This Task Force for Career Education specifically be charged with:

      (1) Conducting a survey of present career guidance, counseling and placement services that now exist in the state.
      (2) Identifying from this survey what guidance services are not being delivered that are needed.
      (3) Recommending appropriate rules and regulations to the State Board of Education to effect a unified Minnesota program.

4. Following through on implementing the new state plan:

   a. Identifying funding sources and needs.

   b. Identifying certification standards needed.

   c. Identifying authority channels and reporting procedures.

   d. Identifying redirections of preservice and in-service training of guidance practitioners.

   e. Developing techniques to assess program impact and effectiveness.

MISSISSIPPI

Task Force Objectives:

1. Pool existing federal, state, local, business, etc., funds.

2. In-service:

(a) For counselors, provide career guidance competencies.

(b) For administrators and classroom teachers, orientation to acquaint them with career guidance objectives.

3. Evaluate present counselor certification requirements, make recommendations.

4. Encourage state legislation regarding career guidance efforts.

5. Examine accreditation standards in effort to assure that all accredited schools provide career guidance services.

MISSOURI

Task Force Objectives:

1. Call a meeting within a 30 day period consisting of seven people (including the four in attendance at this conference) who will serve as a steering committee to develop a five-year plan for the implementation of Recommendation I.

2. The following items will be considered:

(a) Preservice and in-service training for school administrators, counselors and teachers.

(b) The preparation and certification (competency based) of guidance personnel.

(c) Program development for special populations (handicapped, etc.).

MONTANA

Task Force Objectives:

1. By June 1980, all school counselors must have two years work experience for endorsement.

(a) Conduct an assessment to determine what states require work experience and the criteria used to define work experience.

(b) Meet with counselor educators to discuss the need for work experience as a part of a counselor training program.

(c) Provide the units of the university system offering counselor education program with procedures and criteria for implementing the required work experience.

NEVADA

Task Force Objectives:

1. Get the Executive Board to concur that the Nevada Personnel and Guidance Association Executive Board will be the state level advisory committee for career guidance and counseling.

2. Obtain endorsement from the State Superintendent of Schools.

3. Involve representatives from other education groups (NEA, university, AVA, etc., at the state level).

4. Serve as a source of pretested materials for the use of the classroom (k-12) teacher.

5. Provide for exchange of feedback among users.

6. The NPGA Executive Board will recommend that career counseling and guidance become a required formal part of the preservice education of all (k-12) teachers and entered as a state requirement for certification of all teachers.

7. Establish school building and school district career guidance committees.

8. Funding for in-service must be sufficient and assured for at least a time frame of three years.

9. NPGA Executive Board recommends that cooperative vocational educators acquire professional and legitimate post-graduate education in guidance and counseling and career development.

NEW HAMPSHIRE

Task Force Objectives:

1. Appoint a broadly based task force for career guidance charged with the responsibility of developing a state plan for comprehensive career guidance programs in anticipation of support of APGA-AVA legislative bills.

2. Task force develops a "state of the art" description of the existing programs and personnel involved in the delivery of guidance services in New Hampshire.

3. Task force uses the recommendation of the sixth NACVE Report and other related recommendations for change to develop and conduct an assessment of how the many diverse audiences involved in career guidance view the priority which New Hampshire should place upon these calls for change.

4. Task force develops a draft of a state plan for career guidance which speaks to administrative structure, objectives for school districts, the State Department of Education, personnel qualifications for certification, professional organizations and counselor training programs in the university system.

5. Task force convenes a statewide conference of representative agencies and audiences to critique and recommend changes and priorities for the objectives in the state plan.

6. Task force revises the state plan for comprehensive career guidance programs based upon the results of the state conference and submits the resultant plan to the Commissioner of Education and the State Board of Education for their support and approval.

NEW JERSEY

Task Force Objectives:

1. Coordinate recommendations with 1975 NJACV Report No. 4.

2. Assess current counselor utilization.

3. Assess local level needs for differentiated work patterns counseling services. (Extended day, shifts, weekend hours).

4. Investigate possibility of determining a definition of, role of and developmental program for paraprofessionals including counselors not in the formal school setting.

NEW MEXICO

Task Force Objectives:

1. Identify the leadership potential in and out of education, making sure a state board education member is included.

2. Initiate the leadership within the consortium.

3. Develop broad goals applicable to entire state level.

4. Have local educational agencies develop specific objectives to implement goals.

5. Encourage local legislators to support adequate funding for counseling and guidance services by involving them in preservice and in-service training in their respective districts.

6. Identify categorically funds appropriated for guidance and counseling services.

7. Develop strong communications between the state advisory council, professional organizations and the State Department of Education, in order to coordinate the thrust of a comprehensive career and guidance counseling program, including funding.

NEW YORK

Task Force Objectives:

1. Contact the NYSACVE to advise them of attendance at this national workshop and to enclose the following documents for their use:

   (a) Copy of 16 recommendations and action suggestions developed at the workshop.

   (b) Copy of report of Edward Christianson, representative to the workshop, to David Zimpfer, President of NYSPGA.

   (c) Copy of report of Al Stiller, representative of state ACES, to ACES President, Peter McManus.

   (d) Copy of NYSPGA position paper on Sixth Report prepared in 1972.

2. Inform NYSACVE of interest in meeting with SACVE to communicate reactions to the workshop, its objectives and contents and reactions to action suggestions in terms of feasibility and priorities for New York State.

NORTH CAROLINA

Task Force Objectives:

1. Formulate task force, which will assemble in North Carolina by May 20, 1975.

2. Objectives include:

   (a) Review of recommendations of the workshop.

   (b) Selecting recommendation(s) which will have the greatest impact on the needs for counseling and career guidance in North Carolina.

   (c) Agreeing on a set of needs upon which action strategies can be developed to impact in the 1975-76 school year.

   (d) Formulating action strategies for implementation during the 1975-76 school year.

   (e) Planning to meet by May 15, 1976, to evaluate progress made on implementing the strategies. Setting up meeting with Superintendent, State Board members and others to explore needs.

NORTH DAKOTA

Task Force Objectives:

1. NDSACVE implement a program of action designed to motivate all key agencies, organizations and individuals to express their support to appropriate U.S. House

and Senate committees for meaningful legislation and adequate appropriations to bring about change in guidance and counseling services.

2. Plan course of action that will result in adequate state and federal funding to meet identified needs that call for quality career guidance and counseling services.

3. NDSACVE sponsor a state workshop to implement change in career counseling and career guidance.

4. Facilitate a commitment for change from: state boards, state officials, administrators, counselors, parents, legislators, school boards, teachers, students (NDASC), teacher educators.

5. Select a task force to implement a program of action resulting from the state workshop. Establish goals, objectives and target dates.

6. NDSACVE implement a course of action that will result in the design, implementation and evaluation of effective preservice and in-service training and educational opportunities for career guidance and counseling personnel, including administrators, teachers, paraprofessionals and aides.

7. Plan program of action that will result in the coordination of efforts by the state staff for vocational education and the Department of Public Instruction and other state and local agencies that will result in the elimination of the fragmented delivery of career guidance and counseling services.

8. Clear identification of the role and mission of career guidance counselors.

9. Design, implement and evaluate pilot programs in effective career guidance and career counseling that will meet the needs of: elementary students, junior high school students, senior high school students, and adults.

10. Make an assessment and maximum utilization of all existing community resources.

OHIO

Task Force Objectives:

1. Share report of task force with State Superintendent of Public Instruction.

2. Share recommendations with professional groups and organizations in Ohio, counselors, administrators, etc.

3. Share recommendations with above groups and special groups and ask that they zero in on Recommendations V and XV but also establish other priorities among the two. Have groups make specific recommendations.

4. Send feedback to State Division of Guidance and Testing.

5. Summarize reports and present at regional meetings around state.

6. Summarize regional reports and send back to State Department of Education, State Board of Education and Legislative Committee.

7. Solicit support from State Department of Education.

8. State organizations help to obtain desired legislation.

OKLAHOMA

Task Force Objectives:

1. Prepare position paper showing the need of elementary guidance and counseling.

2. Contact legislative leaders for backing of this need.

3. Contact PTA for assistance.

4. Secure press coverage.

5. Secure TV coverage.

OREGON

Task Force Objectives:

1. The Oregon State Advisory Council for Career and Vocational Education serve as catalyst to launch the communications effort. At the June meeting of the State Advisory Council, the Oregon School Counselors Association and a representative of each counselor preparatory institution will be invited to exchange ideas related to these goals.

2. Draft a plan by a joint group including the State Advisory Council, State Education Agency, OPGA and OVA to set priorities and plan appropriate action to achieve goals based on priorities.

PENNSYLVANIA

Task Force Objectives:

1. Develop state plan for career guidance with input from all sections and constituencies involved in providing and utilizing guidance services.

2. Develop state leadership for career guidance.

3. Assist local school districts to develop leadership in career guidance efforts.

4. Provide adequate funding and state staff for in-service activities related to implementation of career guidance at the local level.

5. Develop strategies for effecting assistance to counselor educators in preservice programs related to career guidance.

6. Provide funds to insure opportunities for the development of innovative programs and improvement of existing programs at the local level.

7. Establish career guidance as a state level priority within the Department of Education.

SOUTH CAROLINA

Task Force Objectives:

1. Mandate state, county and district guidance counseling advisory committees that would be representative of various populations in the community and will be advisory, not regulatory in nature. (Employment security, unemployed, counselors representing every area, business and industry, school administration, welfare recipient, students, state agencies, elected officials, parents and professional organizations).

2. Planned aggressive public relations program be designed as a means to orient and acquaint the public with the vital role of effective counseling programs.

3. Mandate the evaluation of the program in terms of present, short and long range goal accomplishments. The results would be made public, copies of which would be available upon request.

SOUTH DAKOTA

Task Force Objectives:

1. Contact the South Dakota Secretary of Education and Cultural Affairs and the South Dakota Director of Guidance Services; share the objectives and accomplishments of the AVA/APGA National Workshop.

2. Establish an investigating team at state level to determine the programs that have been established in the state that deal with career education, especially noting the inclusion of career guidance and counseling--type of program, implementation and evaluation of the program.

3. Support the development and establishment of a coordinated life span program of career that deals with personal development and decision making as well as the academic/vocational development.

4. Support a provision for career guidance/decision making in-service opportunities for all staff involved with career education.

5. Support provision for community involvement in the total program of career development.

6. Related to item two, the following groups were suggested as sources of contact for information, for support of the total program: The Governor, the 1202 Commission, State Board of Education, Board of Vocational Education, Associated School Boards, Board of Regents, South Dakota Advisory Council on Vocational-Technical Education, South Dakota Personnel and Guidance Association, South Dakota Vocational Association, South Dakota Education Association, School Administrators of South Dakota, Administrators of Career Education Programs, State Employment Services, Social Services (unemployed, foster parents, welfare), and honorary educational fraternities and societies.

TENNESSEE

Task Force Objectives:

1. Develop a state level frame work for comprehensive planning in career guidance. Task force will involve in sequential steps: a) State Department personnel; b) State regional personnel; c) local administrative personnel; and, d) local school personnel.

2. Task force works with the State Legislature and the State Department of Education to obtain appropriation for funds authorized by Tennessee House Bill 1203 and Senate Bill 1091. (This provides for counselor student ratio of 1:200, grades 7-12).

3. Task force works to encourage the appropriate funds for continuing state involvement in state and national workshops in career guidance.

TEXAS

Task Force Objectives:

1. Create a state level committee to review and evaluate changes in guidance and counseling leading toward greater flexibility.

2. Implement item 4 of Recommendation IV.

3. Implement Recommendations V and VII as they stand.

4. State provide preservice and in-service career guidance programs for teachers and local school administrators.

5. Implement items 4 and 7 from Recommendation XIII.

6. Implement item 6 of Recommendation XVI.

7. Implement items 2 and 3 of Recommendation VIII.

UTAH

Task Force Objectives:

1. State task force developed at Washington, D.C. report program as designed to State Superintendent and Administration Council.

2. Develop more complete statewide force to finalize plans which will include but not be limited to:

(a) Developing in-depth in-service training program of school administrators and teachers provided by counselors and other pupil services workers.

(b) Impacting preservice and in-service teacher education programs with career guidance (NAB, classrooms in industry).

(c) Developing and expanding the team role of student, teacher, counselor and parent in planning learning strategies to enhance career development.

(d) Developing collaborative relationships with the curriculum developers and their state specialists.

(e) Helping counselors take the initiative in establishing a career resource center for students, teachers and parents and providing for its utilization.

(f) Encouraging total staff involvement in establishing alternative approaches for student exploration of career and leisure time interests.

(g) Gaining administrative commitment at LEA and SEA.

(h) Developing a pilot program with state financial support in grades K-Adult.

(i) Developing a definition of career guidance which ties in with State Board of Education position paper on Career Education.

VERMONT

Task Force Objectives:

1. Hold program awareness sessions and in-service training for local systems.

2. Provide for program funds for model projects.

3. Develop a comprehensive "grade by grade" state plan which would be a compliance document and tie funding to it.

4. Realign State Department of Education to place career development activities in the Vocational Division.

5. Establish a state advisory council for guidance.

6. Increase state staff to implement the above.

VIRGINIA

Task Force Objectives:

Review all of the recommendations and select those for top priority in Virginia. Make plans to implement the top priorities.

WASHINGTON

Task Force Objectives:

1. Identify key publics who should be represented on statewide task force.

2. Identify sources of funding to support such a task force.

3. Submit a report to the state legislature and/or other influential groups concerning suggestions for the implementation of the NACVE recommendations.

4. Contact state leaders concerned with career guidance to solicit their support.

5. Have the organizations of the WSPGA and WVA initiate these recommendations.

WISCONSIN

Task Force Objectives:

1. Form a joint task force, representative of WSACVE, WBVTAE, WDPI and WPGA/WSCA, to review the recommendations of the National Workshop and to further develop plans and activities to further strengthen career guidance and counseling programs and personnel in the schools of the state. These plans will be presented to SACVE for adoption.

2. The SACVE and WBVTAE recognize the needs of persons from early childhood throughout adult life for career guidance and counseling. It will be further recognized by SACVE and WBVTAE that sufficient funding will be allocated to support comprehensive career guidance and counseling programs and personnel.

3. The state of Wisconsin will plan, develop and implement strategies for the adoption of Wisconsin state legislation and appropriate funding patterned after the Career Guidance and Counseling Act of 1975 (H.R.3270) 94th Congress of the U.S.

WYOMING

Task Force Objectives:

1. Bring together representatives of professional guidance associations, educators, business, industry and students to establish a state plan for change.

2. Form a committee to study feasibility of changes in counselor certification.

3. Provide in-service opportunities for counselors to increase career development skills and understandings.

MICRONESIA, VIRGIN ISLANDS, PUERTO RICO

Task Force Objectives:

1. State and local leaders actively recruit and involve the various publics affected by career guidance programs in the overall planning, development, implementation and evaluation of the skills necessary for improved guidance program design and action.

    (a) Directors and guidance and counseling staff recognize the need of involving the business area, industry, different groups and/or organizations within the community in identifying educational needs and planning for these needs.

2. Requirements for guidance counselors to include work experience in some area other than education, course in the concept of career education, as well as basic requirements pursuing to local status.

APPENDIX

ALABAMA
Jean Brannan
Michele Burgwyn
Frank Doolittle
Mary Edwards
Nell Oden
David Sawyer*
Samuel Shippen
Shirley Vickery
Martha Walker

ALASKA
Wanda Cooksey*
Robert Hage
Dale Staley
Bob Thwing

ARIZONA
Betty Newlon

ARKANSAS
Joel Keeter
Leroy Pennington

CALIFORNIA
George Glaeser
Thomas Jacobson
Linda Phillips
Anthony Pitale
Ann Upton*
Edwin Whitfield

COLORADO
Darold Bobier
Lee Cavnar
Joseph Daly
Fred Dyer
Pearl Holmes*
Irwin MacKay
Nellie McCool
Gwen Sells
Paul Tschetter
Maurice Ward

CONNECTICUT
Lewis Hutchison

DELAWARE
Martha Bachman

DISTRICT OF COLUMBIA
Katherine Cole
William Cox
Norman Feingold
Lucille Gayle
Felicia Glascoe
Bryan Gray
David Hampson
Phyllis Harrod
Nathaniel Hill
Ken Hoyt
Barbara Luchs
John Malloy
Susie Morgan
Carolyn Parker
J. O. Perpener*
William Pierce
Dave Pritchard
Vito Solazzo
Ann Waters

FLORIDA
Dale Ake*
Don Darling
Nelson Donnell
Aaron Gaines
Edward Panther

GEORGIA
Gene Bottoms
Ray Bouchillon
Calvin Hanrahan
Carroll Humphries
Jack Nix
Dick Owens
Sanford Reid
Louise Ring
Ruth Ryce
Abe Sidleman
Paul Vail*

HAWAII
Pat Barney
John Beck
Wah Jim Lee*

IDAHO
Dale Thornsberry*

ILLINOIS
Kenneth Anderson
Robert Cheffer
Harold Ford
Stephanie Franklin
David Livers
Donna Martin*
Art Newbrough
Marla Peterson
Carol Sanders
James Stone
Jan Sutherland
David Tiedeman

INDIANA
Robert Brown
Walter Cox
Frederick Gannon
Joseph Hollis
James Ingledue
Jerry Keiser*
Wendell Krober
Doris Miller
Stewart Minton
F. C. Morrison
Richard Morrison
Reno Newberg
Kim Powers
Eldon Ruff
Allen Segrist
Elizabeth Wampler
Harrison Williams

IOWA
Harold Engen
James Forsyth*
Harlan Giese
Joe White

KANSAS
James Coder*

KENTUCKY
John Alexander
Bill Braden*
Doug McKinley
Curtis Phipps
Gary Steinhilber

*Chairperson, State Task Force

LOUISIANA
Leon Borne*
Laurabeth Hicks
Arminda Riser

MAINE
Roy Bagley*

MARYLAND
Niel Carey
Thelma Daley
Nannell Grube
Jean Hebeler
Arlene Labudzki
Darryl Laramore
M. D. Ohal
Nancy Pinson*
Virginia Rellihan

MASSACHUSETTS
Leslie Firth*
Matthew Goode
Lila Hexner
Martin Martinian
Raymond Parrott
Bette Pinckney

MICHIGAN
Barbara Heck
George Leonard
Maurice Prince*
Clarence Wasson

MINNESOTA
Reynold Erickson
Jules Kerlan
Ronald Litherland
Dolores Pospesel*

MISSISSIPPI
Arthur Anderson
Rebecca Elliott
Clyde Hatten
Joe McDaniel*

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Eliot Battle
Charles Foster
Norman Gysbers
Gordon Kutscher
Arthur Shropshire*

MONTANA
Delbert Gustin*
Dallas Keck
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Linda Skaar

NEBRASKA
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